SIGNIFICANT SUPPORTS FOR CHALLENGING BEHAVIOR ACADEMY

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Academy Introduction

Using the **Significant Supports for Challenging Behavior Academy** transparency **(T1)**, review the modules with the paraeducators before beginning the academy along with the following.

This academy is intended to provide the paraeducator with the knowledge and skills needed for working with children who have significant behavior support needs. The academy focuses on working with students who have challenging behaviors. Its aim is to provide paraeducators with a basic understanding of behavior support and to provide them with the necessary skills to implement written behavior support plans.

A reference list is provided at the end of this academy, should you need to access the sources for additonal information.

Significant Supports for Challenging Behavior Academy

Module A: Introduction to Behavior Support

- *Define behavior and challenging behavior.*
- *Analyze behavior management and behavior support approaches.*
- *Name the dangers of labeling behaviors.*

Module B: Behavior is Communication

- *Know that all behaviors communicate needs or wants.*
- *Recognize that when behaviors are eliminated, they are replaced with other behaviors.*
- *Describe the relationship between communication and challenging behaviors.*
- *Explain the importance of response validation.*
- *Explain the importance of choices and opportunities for children with disabilities.*

Module C: The Relationships Between Significant Behavior, Inclusion, and Friendship

- *State what inclusive environments provide for students with disabilities.*
- *Describe Maslow's Hierarchy of Needs.*
- *Describe the importance of friendship and how to facilitate it.*

Module D: Assessment Tools

- *Identify the role of the paraeducator in assessment.*
- *Conduct behavior observations and collect behavior data.*

Module E: Behavior Support Plans

- *Identify the elements of a behavior support plan.*
- *Describe the role of the paraeducator in a behavior support plan.*
- *Describe strategies and techniques for dealing with challenging behaviors.*

Module A: Introduction to Behavior Support

Significant Supports for Challenging Behavior Academy
Module A: Introduction to Behavior Support

A. Energizer: Name Tag

Paraeducators will have the opportunity to became acquainted with each other and to build a climate of friendliness and informality.

A.1 Steps
- Provide each participant with a name tag and a pen.
- Have the participants write their name in the center of the tag, their birth month in the upper left-hand corner, and their favorite season in the lower right-hand corner.
- Give the participants about 10 minutes to go around introducing themselves to each other, and to find at least two other people with whom they share one of the items on their name tags.
- When finished, have each person introduce one of the people they have found. Be sure each person in the class is introduced by someone else.

B. Module Goals

Using the **Module A: Introduction to Behavior Support** handout and transparency (**H1/T1**), review the goals of the module.
1. Define behavior and challenging behavior.
2. Analyze behavior management and behavior support approaches.
3. Name the dangers of labeling behaviors.

Goal 1: Define behavior and challenging behavior.

1.1 Activity: Identifying Behavior and Challenging Behavior

Paraeducators will participate in an activity that will provide an opportunity to begin to identify and define behavior and challenging behavior.

1.1.1 Steps

■   Break the participants into groups of three or four.
■   Ask the groups to discuss what they consider to be behavior and challenging behavior as they have encountered them in the school, at home, and in other settings. Have them think about students, family members, friends, and community acquaintances.

Note to Instructor: Remind the groups of the rules of brainstorming sessions. Everybody needs to be a part of the discussion, there are no wrong answers, all ideas are to be recorded, and there is to be no judgement.

■   Have the participants build two lists, one for behavior and one for challenging behavior.
■   When finished, ask the groups to share their lists with the class. As they do so, combine the lists into two class lists on chart paper and display the lists in a prominent place in the room.

1.2 Discussion: Defining Behavior

Engage participants in a discussion regarding perceptions of behaviors. Refer to the class's behavior list from the previous activity, **1.1 Activity: Identifying Behavior and Challenging Behavior**.

Present the **Behavior...** transparency **(T2)** and review the following points, incorporating them into the discussion:
■   Behavior...
➥   Is everything that we do.
➥   Is learned.
➥   Is communication.
➥   Is a response to a stimulus.
➥   Can be observed.

➥ Results in consequences.
➥ May be verbal or non-verbal.
➥ Reflects a person's self-esteem.

1.3 Discussion: Defining Challenging Behavior

Engage participants in a discussion regarding perceptions of challenging behavior. Refer to the class's challenging behavior list from the previous activity, **1.1 Activity: Identifying Behavior and Challenging Behavior**.

Present the **Challenging Behavior...** transparency **(T3)** and review the following points, incorporating them into the discussion:

▪ Challenging behavior...
➥ Is behavior that we want to change.
➥ Is outside of accepted norms.
➥ Represents extreme ends of a continuum.
➥ Is considered inappropriate.
➥ Can harm self, others, or property.
➥ Expresses pain or anger.
➥ May be acceptable in other environments.
➥ May be an atypical reaction to a stimulus.

1.4 Discussion: Verbal and Non-Verbal Behavior as Communication

Using the **Verbal and Non-Verbal Behaviors** handout **(H2),** engage the participants in a discussion regarding the various uses of verbal and non-verbal behavior as methods of communication. Ask each participant to share at least two possibilities for what each of the behaviors could be trying to communicate and why.

Goal 2: Analyze behavior management and behavior support approaches.

2.1 Lecture: Behavior Management vs. Behavior Support

As paraeducators working in a school setting, you should be familiar with behavior management techniques. The object of behavior management is to decrease or eliminate inappropriate behaviors.

The goal of behavior support is to increase the student's quality of life. In order to assist the student in attaining a higher quality of life, we need to focus on communication, social skills, exercising choices and control, peer relationships and interactions, meaningful inclusive activities, productivity, and health and safety.

Present and review the **You May Be Dead** transparency **(T4)**.

2.2 Lecture: The Behavior Management Approach

Present and review the **The Behavior Management Approach...** transparency **(T5)**.
- Behavior Management...
  ➥ Eliminates the behavior.
  ➥ Defines the school as the agent of change.
  ➥ Expects conformity.
  ➥ Is unidirectional, the student must change.
  ➥ Implements "proven" solutions.
  ➥ Delegates students to specific adults.

Behavior management is focused on extinction. It is authoritarian and does not involve the student. Practitioners see no need to find the cause of the behavior. Punishment is an integral part of the behavior management approach. The needs of the school are more important than those of the student.

2.3 Lecture: The Behavior Support Approach

Present and review the **The Behavior Support Approach...** transparency **(T6)**.
- Behavior Support...
  ➥ Emphasizes learning and growth.

➡ Defines the school as a learning community.
➡ Expects diversity.
➡ Is bidirectional, emphasizes student and faculty growth.
➡ Engages in ongoing problem-solving techniques.
➡ Emphasizes that the school accepts ownership for all students.

Behavior support is focused on replacement behaviors and compromise. Practitioners seek to find the cause of the behavior. It involves the student and focuses on the needs of the student rather than on those of the school or the adult. Consequences tend to be more natural and logical. The goal of the behavior support approach is to replace problem behavior with more appropriate or more acceptable behavior. This involves more time and more people, and, as a result, communication becomes very important.

2.4 Discussion: Behavior Management vs. Behavior Support

Engage the participants in a discussion regarding a variety of strategies used in dealing with challenging behaviors. Pose each of the following scenarios to the participants and ask them to decide which approach, either behavior management or behavior support, is being utilized and why. Provide additional examples and further explanation as necessary.

- When Charlie no longer pounds on his desk when he is angry, he will receive a piece of candy.
- Whenever Suzie comes into a classroom with the lights off, she yells. She is allowed to go and turn the light on without asking permission.
- Whenever Suzie is off task, she loses a chip from her stack.
- Whenever Johnny screams, he is removed from the classroom.
- The teacher knows that when it is time to work on math, Steven will request to go to the nurse or to the restroom. She allows him to go after he has completed five problems.
- The school social worker will include Kathy in a weekly friendship group where problem situations are role-played.

Goal 3: Name the dangers of labeling behaviors.

3.1 Discussion: The Story of Phillip

Not all behaviors fit into categories, just as people aren't easily categorized. Catch-all phrases like "It's just for attention" aren't adequate for describing why behaviors occur.

A student may use the same behavior to achieve different outcomes. In one setting, the incidence of the behavior may be decreased, while in another, it may be reinforced.

Engage the participants in a discussion regarding various perspectives of behavior. Present the **The Story of Phillip** transparency **(T7)** and read through it with the class. When finished, ask the participants to identify and discuss the perspectives present in the story.

3.2 Discussion: The Language of Us and Them

Some people see differences as non-compliance, while others see them as diversity. Present the **The Language of Us and Them** handout and transparency **(H3/T8)**. Allow the participants a few moments to read through the poem.

When finished, engage the participants in a discussion regarding the poem, illustrating the following points.
- Where is the line between perseverance and preservation?
- Our attitude can determine whether behaviors are perceived as positive or negative.
- We need to look for the positive outcomes of other people's behavior.
- We are too quick to be critical.

Module A Handouts

Module A: Introduction to Behavior Support

1.   Define behavior and challenging behavior.

2.   Analyze behavior management and behavior support approaches.

3.   Name the dangers of labeling behaviors.

Verbal and Non-Verbal Behaviors

- Talking to oneself.

- Taking food from someone else's plate.

- Nose picking.

- Biting.

- Touching others.

- Getting out of one's seat during class.

- Taking a pencil from the teacher's desk.

- Hiding.

- Leaving the classroom.

- Arguing.

- Nail biting.

- Wringing hands.

- Yelling.

- Crying.

The Language of Us and Them

We like things.
They fixate on objects.
We try to make friends.
They display attention-seeking behaviors.
We take a break.
They display off-task behaviors.
We stand up for ourselves.
They are non-compliant.
We have hobbies.
They engage in self-stimulation.
We choose our friends wisely.
They display poor peer socialization.
We persevere.
They perseverate.
We love people.
They have dependencies on people.
We go for a walk.
They run away.
We insist.
They throw tantrums.
We change our minds.
They are disoriented and have short attention spans.
We have talents.
They have splinter skills.
We are human.
They are ??????????

Written By: Mayer Shevin
Taken From: Families Working Together, http://www.fwt4c.com/information/us_and_them.htm.

Module A Transparencies

Module A: Introduction to Behavior Support

The PARA Center

- *Define behavior and challenging behavior.*

- *Analyze behavior management and behavior support approaches.*

- *Name the dangers of labeling behaviors.*

Behavior...

The PARA Center

- *Is everything that we do.*

- *Is learned.*

- *Is communication.*

- *Is a response to a stimulus.*

- *Can be observed.*

- *Results in consequences.*

- *May be verbal or non-verbal.*

- *Reflects a person's self-esteem.*

Challenging Behavior...

The PARA
Center

- *Is behavior that we want to change.*

- *Is outside of accepted norms.*

- *Represents extreme ends of a continuum.*

- *Is considered inappropriate.*

- *Can harm self, others, or property.*

- *Expresses pain or anger.*

- *May be acceptable in other environments.*

- *May be an atypical reaction to a stimulus.*

You May Be Dead

If in the last few years
you haven't discarded a
major opinion or
acquired a new one,
check your pulse...
you may be dead.

- Gelett Burgess

The Behavior Management Approach...

The PARA Center

- *Eliminates the behavior.*

- *Defines the school as the agent of change.*

- *Expects conformity.*

- *Is unidirectional, the student must change.*

- *Implements "proven" solutions.*

- *Delegates students to specific adults.*

The Behavior Support Approach...

- *Emphasizes learning and growth.*

- *Defines the school as a learning community.*

- *Expects diversity.*

- *Is bidirectional, emphasizes student and faculty growth.*

- *Engages in ongoing problem-solving techniques.*

- *Emphasizes that the school accepts ownership for all students.*

The Story of Philip

Philip would slap himself in the face, both at home and at school. Following a face-slapping incident, both Philip's mother and teacher would send him to time-out. When the behavior was analyzed, it was found that he had two different motivations.

- *At home, he was seeking attention. When the time-out was used by his mother, it was effective because Philip was removed from his mother's presence and he did not get the attention he was seeking.*

- *At school, he would slap his face when asked to do something difficult. When Philip was sent to time-out by his teacher, the behavior was reinforced because he did not have to complete the activity.*

The Language of Us and Them

We like things.
They fixate on objects.
We try to make friends.
They display attention-seeking behaviors.
We take a break.
They display off-task behaviors.
We stand up for ourselves.
They are non-compliant.
We have hobbies.
They engage in self-stimulation.
We choose our friends wisely.
They display poor peer socialization.
We persevere.
They perseverate.
We love people.
They have dependencies on people.
We go for a walk.
They run away.
We insist.
They throw tantrums.
We change our minds.
They are disoriented and have short attention spans.
We have talents.
They have splinter skills.
We are human.
They are ?????????

Module B: Behavior is Communication

Significant Supports for Challenging Behavior Academy
Module B: Behavior is Communication

A. Module Goals

Using the **Module B: Behavior is Communication** handout and transparency **(H1/ T1)**, review the goals of the module.

1. Know that all behaviors communicate needs or wants.
2. Recognize that when behaviors are eliminated, they are replaced with other behaviors.
3. Describe the relationship between communication and challenging behaviors.
4. Explain the importance of response validation.
5. Explain the importance of choices and opportunities for children with disabilities.

Goal 1: Know that all behaviors communicate needs or wants.

1.1 Lecture: Motivations for Behavior

Present the **Motivation Guide** handout and transparency **(H2/T2)**. Review with the participants the various motivations students may have for behaving in a particular way. Point out that these motivations are the same motivations adults have.

Stress that the purpose, or motivation, of a behavior is to address a specific need. Emphasize that the need is not the problem and that needs cannot be changed. It is the that way people attempt to have their needs met that is problematic. We can assist students in getting their needs met in different, more appropriate ways.

Attention is frequently seen as the primary motivator for behavior. This viewpoint is especially prominent in behavior management. Point out that expression of self can also be a very powerful motivator. Affiliation needs, another common motivator, may be met either through clubs or gangs.

Point out that people may use the same behavior to satisfy different needs in different settings, and that people may also use different behaviors to satisfy the same need. Emphasize that it is important to assess the underlying motivations carefully.

Goal 2: Recognize that when behaviors are eliminated, they are replaced with other behaviors.

2.1 Lecture: Replacement Behavior

Present the **Replacement Behavior** handout and transparency **(H3/T3)**. Explain that when a behavior is eliminated, the student will replace it with a new behavior because of the need to communicate. Like the images on the handout and transparency, you must know what those alternative behaviors may be and which of them you can accept. Replacement behaviors may not be any more acceptable than the original behavior was. In schools it is the teacher or the adult in charge who needs to determine which replacement behaviors are acceptable.

Behavior management fails to take replacement behaviors into consideration. For example, after a behavior management intervention, a student who originally hit when he was frustrated now spits when he is frustrated.

Point out that it is important to remember that the behavior that is being replaced will worsen before it ends or is replaced. This is called *extinction burst*.

2.2 Discussion: Further Understanding Replacement Behaviors

Engage the participants in a discussion regarding their experiences with replacement behavior. Ask for specific examples that include all of the points covered in the previous lecture, **2.1 Lecture: Replacement Behavior,** clarifying where needed.

Goal 3: Describe the relationship between communication and challenging behaviors.

3.1 Activity: Non-Verbal Communication

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the challenges of non-verbal communication.

3.1.1 Steps
- Have the participants break into pairs.
- Distribute the **Non-Verbal Communication Scenarios** handout **(H4)**.
- Have the pairs take turns acting out each scenario, and, without any verbalization, attempt to get their needs met by their partner.
- When finished, ask the pairs to share their experiences and frustrations with the class.

3.2 Discussion: Additional Barriers to Communication

Point out that additional barriers to communication exist, such as a foreign language, cultural differences, or sign language. Engage the participants in a discussion regarding these barriers. Review each of the following points and ask the participants to provide examples for each, drawing from their personal experiences.
- Reactions include context needed to figure out needs.
- The less mobility an individual has, the more it is necessary to pay close attention to details.
- Relationships are important in understanding.
- It is easier to communicate feelings than it is to communicate the underlying reason(s) for the feelings.
- Non-verbal communication is very sophisticated.
- When the verbal component of communication is missing, it can be frustrating for both parties.
- Recognize the clues and show that you are figuring it out.

3.3 Lecture: Augmentative Communication

Present the **Augmentative Communication** handout and transparency **(H5/T4)**.
There are various forms of augmentative communication devices and methods, in non-

verbal, low-tech, and high-tech forms.

- Non-Verbal
  - ➥ Gesturing.
  - ➥ Sign language.
  - ➥ Acting out.
  - ➥ Eye gaze.
  - ➥ Physical response.
- Low-Tech
  - ➥ Communication boards.
  - ➥ Flip cards.
  - ➥ Color coding.
  - ➥ Switches.
- High-Tech
  - ➥ Computer assisted devices and software.
  - ➥ Intellikeys.
  - ➥ Touch windows.
  - ➥ Picture-It.
  - ➥ Co-Writer.
  - ➥ Dynavox.
  - ➥ Self-talkers.
  - ➥ Talking switches.

3.4 Discussion: Using Augmentative Communication

Engage the participants in a discussion regarding their experiences with augmentative communication devices and methods, using the following questions as a guide.

- How would augmentative devices have helped you with the previous activity, **3.1 Activity: Non-Verbal Communication**?
- What limitations would have still been present?
- How might a device impact a child's ability to make choices?
- How might a device impact a child's ability to express feelings?
- How might a device impact a child's ability to express wants or needs?

3.5 Activity: Further Understanding Augmentative Communication

Paraeducators will participate in an activity that provides an opportunity to further their understanding of augmentative communication.

3.5.1 Steps

- Have the participants select a scenario that would be a routine part of their day.
  - ➥ Eating lunch with friend.
  - ➥ Going to the grocery store.
  - ➥ Going to school.
- Have the participants create a communication board by folding a sheet of paper into eight sections and drawing one picture in each section that would help them to communicate during the scenario they have selected.
- When finished, have the participants break into groups of three or four and practice using their communication boards.
- When the groups are finished, ask the participants to share their experiences with the class, clarifying the points of augmentative communication where needed.

Goal 4: *Explain the importance of response validation.*

4.1 Lecture: Response Validation

Validation must occur before replacement behaviors can be taught. Response validation includes acknowledging the challenging behavior for its communicative value and recognizing the needs that the behavior fulfills. This may seem counterproductive because it seems to send the message, "It's OK to do these things and we will respond as you wish." However, the student does not perceive it in this way. A student sees it as though someone is listening and values their needs within the community. Response validation helps establish a trusting, safe, and student-empowering environment. Response validation may allow response replacement to occur more smoothly and may even be student initiated.

4.2 Discussion: Further Understanding Response Validation

Point out that simply validating or honoring that an individual is communicating something can be quite powerful. For example, a student arrives home and flings her back pack across the floor. Her mother can react in a couple of different ways. She may either scold the child or inquire about the cause of the apparent anger.

Engage the participants in a discussion regarding validation. Ask them to provide specific examples of validation, which may include:
- "I hear you and I know you are trying to tell me something."
- "Let's try to figure this out together."
- "Is there anything I can do to help?"
- "Would you like to talk about it?"
- "There is a problem and we need to work it out."
- Give the student a hug.
- Give the student some space or a cooling-off period.
- Involve someone neutral.
- Acknowledge that you are upset too.
- Shift the focus away from the problem for a short time before attempting to solve it.

Goal 5: *Explain the importance of choices and opportunities for children with disabilities.*

5.1 Discussion: Making Choices

Engage the participants in a discussion regarding choice. Ask them to provide examples of choices they made this morning before coming to class. Use a blank transparency to record their responses. When finished, ask the participants to go through the list and identify which of these people with disabilities would have been able to make or would have even had the opportunity to make.

5.2 Lecture: Opportunity for Choice

Point out that it is important to provide people with disabilities opportunities for making choices and for interacting. These opportunities may be low-tech and sensory in nature.

When creating opportunities for choice, there are two types of opportunities - open and closed. An example of an open choice would be, "What do you want for lunch." An example of a closed choice would be, "Do you want pizza or chicken nuggets?" Be careful when using open-ended choices. Offer only choices that will be acceptable to both you and the student.

Point out that it is especially important to create opportunities for interaction if the student is unable to move or is unaccustomed to large groups.

Note to Instructor: This will be discussed in more detail in **Module C: The Relationships Between Challenging Behavior, Inclusion, and Friendship**.

5.3 Lecture: The Vicious Cycle

Present the **Vicious Cycle** handout and transparency **(H6/T5)**. Point out that a learning cycle can become a vicious cycle. There are four parts of the vicious cycle around challenging behavior.
- Feelings
  - ➥ "I feel angry, confused, bored. I may..."
- Response

➥ "...respond by hurting myself or others, yelling, crying. Then, I learn that..."
- Learning
  ➥ "...the aggressive, disruptive behavior worked immediately (via attention, escape, etc.), but in the long run, it makes my life worse."
- Long-Term Outcome
  ➥ "Things I don't like or don't understand can cause me to..."

Challenging behaviors may not only be disruptive, but they may be dangerous to the student or to others. They can be very powerful in that they illicit an immediate response because it is impossible to ignore the behavior. The challenging behavior must be analyzed in order to determine its function so that the cycle can be broken.

Module B Handouts

Module B: Behavior is Communication

1. Know that all behaviors communicate needs or wants.

2. Recognize that when behaviors are eliminated, they are replaced with other behaviors.

3. Describe the relationship between communication and challenging behaviors.

4. Explain the importance of response validation.

5. Explain the importance of choices and opportunities for children with disabilities.

Motivation Guide

Acceptance/Affiliation
- The student needs to connect to others; to gain interaction; to be recognized; to be accepted even if only for negative behavior**.**

Attention
- The student needs "all eyes on me;" needs to be the focus of attention; acts to discriminate him/herself from the group.

Communication/Frustration
- The student uses behavior to express him/herself; is frustrated by an inability to understand communication from others and/or to express him/herself adequately; may need longer periods of time to understand others and to formulate thoughts before expressing self.

Tangible
- The student wants/needs an object; does whatever it takes to get and keep an object.

Sensory
- The student seeks to physically stimulate him/herself or to withdraw from over stimulation; may be overwhelmed by external stimulus or internal stimulus; may struggle with attention; may be fidgety; may engage in repetitive actions in order to tune in or tune out stimulation.

Motivation Guide

(continued)

Power/Control

- The student needs to be in control of attention, people, events, or situations; may engage in power/control battles; needs to win perceived battles.

Avoidance/Escape/Protection

- The student needs to avoid a task, situation, activity, event, or person; may need to protect self from feelings of doubt or incompetence; may be uncomfortable.

Justice/Revenge

- The student seeks justice or restitution for a perceived wrong; to settle a score; takes matters into his/her own hands.

Replacement Behaviors
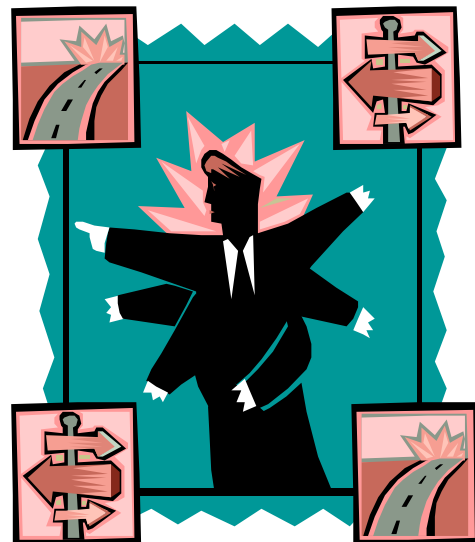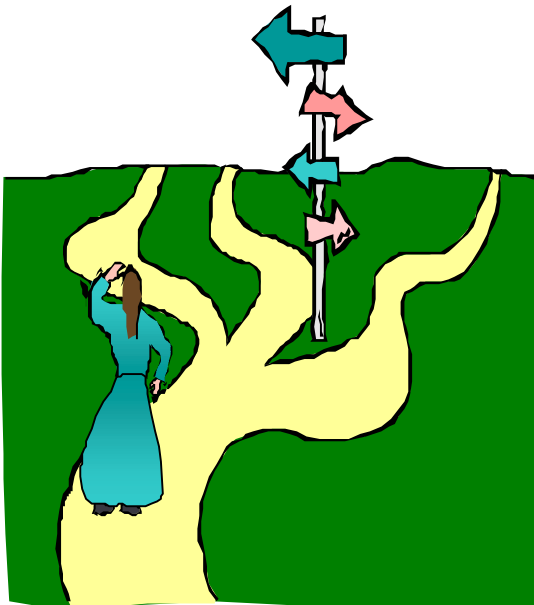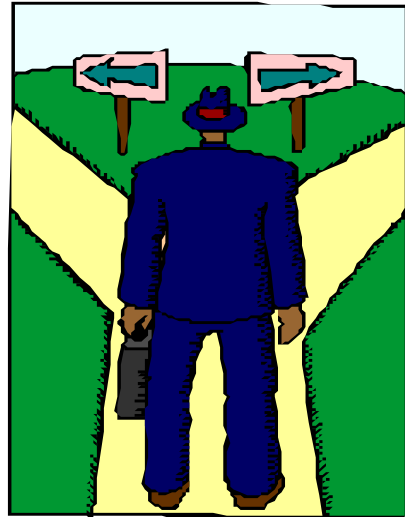
Non-Verbal Scenarios

- I'm hungry and I want a hamburger from McDonald's.

- My mom yelled at me this morning and I'm still upset.

- I'm thirsty and I want a drink of water.

- I miss my sister. She is away at college.

- I want to watch my favorite TV show, "Home Improvement."

- My mom had friends over last night and we had fun.

- I don't like it when you touch my arm.

- Come here and listen to me.

- I like your shirt. Can I have it?

Augmentative and Alternative Communication

Non-Verbal
- Gestures
- Sign language
- Acting out
- Eye gaze
- Physical responses

Low-Tech
- Communication boards
- Flip cards
- Color coding
- Switches

High-Tech
- Computer assisted devices and software
- Intellikeys
- Touch windows
- Picture-It
- Co-Writer
- Dynavox
- Self-talkers
- Talking switches

The PARA Center

Vicious Cycle

Feelings

...feel angry, confused, bored. I may...

Vicious Cycle

Long-Term Outcome

Things I don't like or don't understand can cause me to...

Response

...respond by hurting myself or others, yelling, crying. Then, I learn that...

Learning

...aggressive, disruptive behavior works immediately (via attention, escape, etc.), but, in the long run, it makes my life worse.
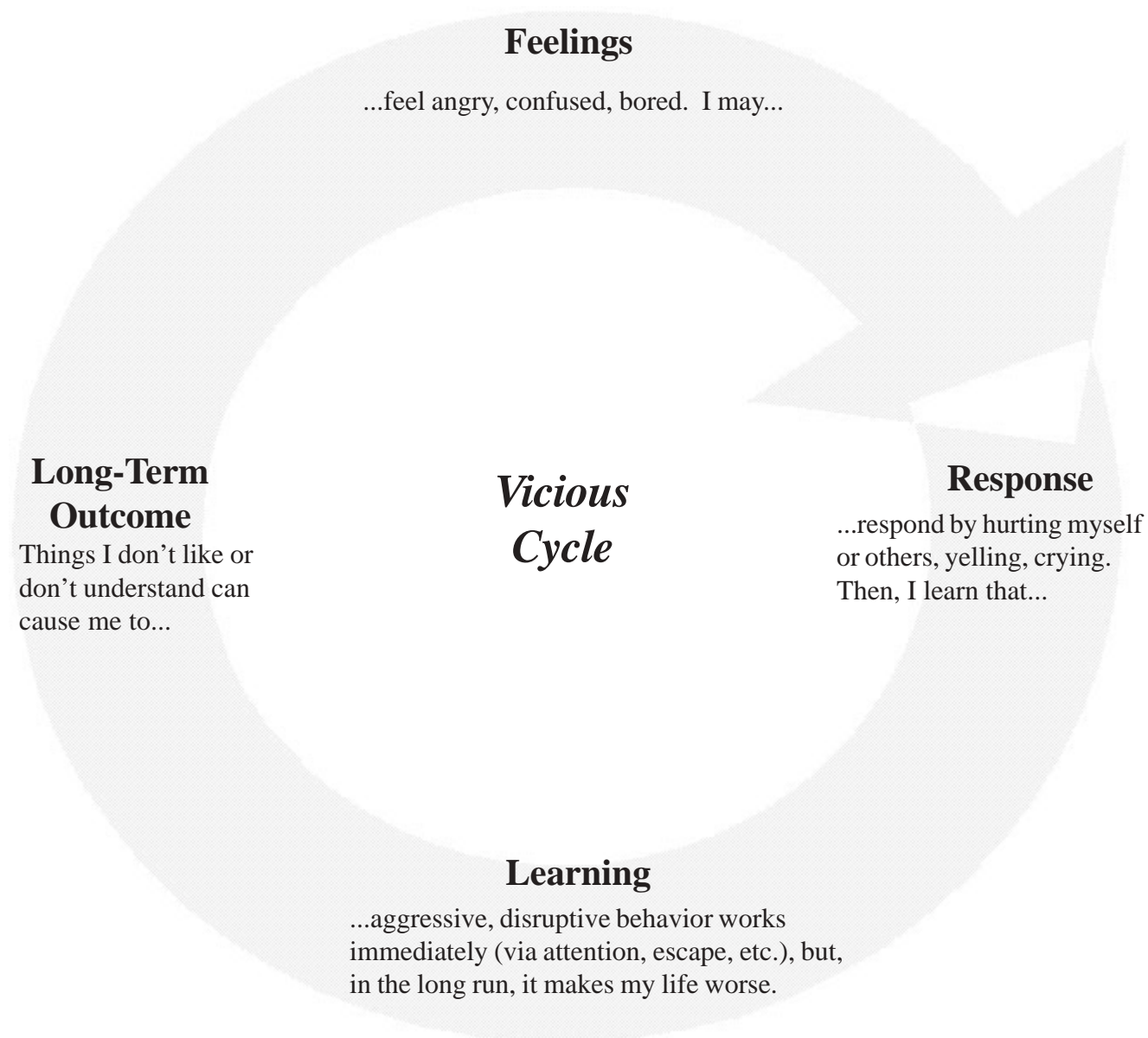
Adapted from: Stainback, Susan & Stainback, William: Inclusion A Guide for Educators

Module B Transparencies

Module B: Behavior is Communication

The PARA Center

- *Know that all behaviors communicate needs or wants.*

- *Recognize that when behaviors are eliminated, they are replaced with other behaviors.*

- *Describe the relationship between communication and challenging behaviors.*

- *Explain the importance of response validation.*

- *Explain the importance of choices and opportunities for children with disabilities.*

Motivation Guide

- **Acceptance/Affiliation**

- **Attention**

- **Communication/Frustration**

- **Tangible**

- **Sensory**

- **Power/Control**

- **Avoidance/Escape/Protection**

- **Justice/Revenge**

Replacement Behaviors

Augmentative and Alternative Communication

The PARA Center
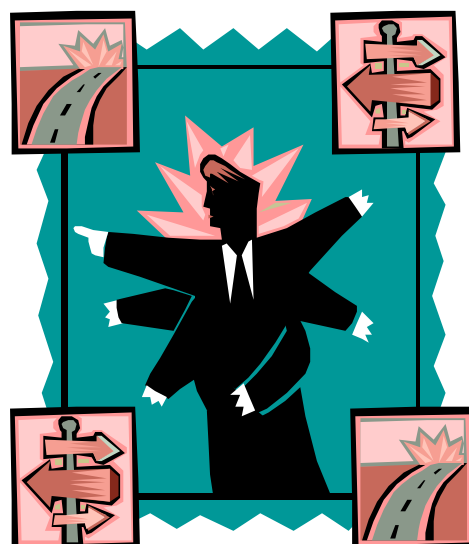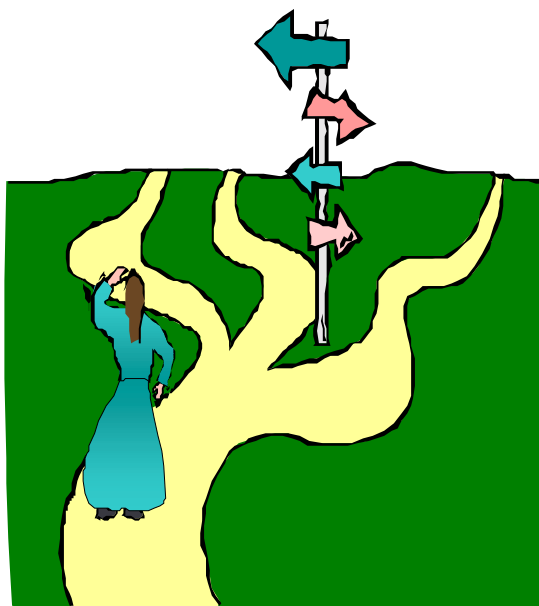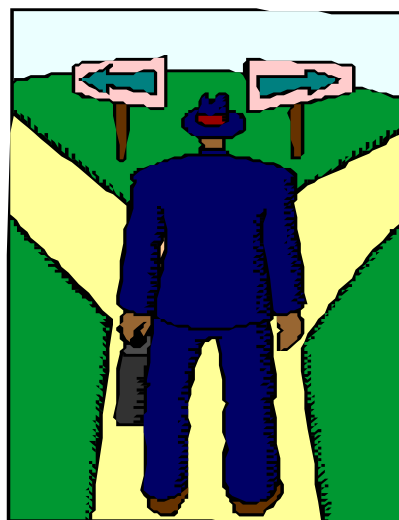
- *Non-Verbal*

- *Low-Tech*

- *High-Tech*

Vicious Cycle

The PARA Center

Feelings

...feel angry, confused, bored. I may...

Vicious Cycle

Long-Term Outcome

Things I don't like or don't understand can cause me to...

Response

...respond by hurting myself or others, yelling, crying. Then, I learn that...

Learning

...aggressive, disruptive behavior works immediately (via attention, escape, etc.), but, in the long run, it makes my life worse.

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Module C: The Relationships Between Challenging Behavior, Inclusion, and Friendship

Significant Supports for Challenging Behavior Academy
Module C: The Relationships Between Challenging Behavior, Inclusion, and Friendship

A. Module Goals

Using the **Module C: The Relationships Between Challenging Behavior, Inclusion, and Friendship** handout and transparency (**H1/T1**), review the goals of the module.

1.   State what inclusive environments provide for students with disabilities.
2.   Describe Maslow's Hierarchy of Needs.
3.   Describe the importance of friendship and how to facilitate it.

Goal 1: State what inclusive environments provide for students with disabilities.

1.1 Discussion: What Inclusive Environments Provide

Present the **What Inclusive Environments Provide** transparency **(T2)**. Review and discuss each point, asking the group to provide examples of each.

Inclusive environments provide a variety of opportunities to students with disabilities.

- Natural opportunities.
  - ➥ The list is endless.
  - ➥ Think about age-appropriate and developmentally-appropriate skills which take place in the classroom.
- Real-life situations and real-life learning.
  - ➥ Resolving conflict, group decisions, sharing, etc.
- Relationships and friendships.
  - ➥ Peers and adults.
- Sense of belonging.
  - ➥ Large and small groups.
- Diverse groups of people.
  - ➥ Individual differences.
- Meaningful activities.
  - ➥ Guest speakers, field trips, daily routine, etc.
- Acceptance of differences.
  - ➥ Everyone is an individual.
  - ➥ Compassion.

Goal 2: Describe Maslow's Hierarchy of Needs.

2.1 Lecture: Hierarchy of Needs

Abraham Maslow

Present the **Maslow's Hierarchy of Needs** handout and transparency **(H2/T3)**. Review the hierarchy and the needs that all human beings experience. The first, most basic and fundamental needs are to have food, shelter, water and warmth, then to be safe, then the need for belonging and love becomes a priority. Most people find these within families, spouses or the community. Emphasize that the needs of people with handicapping conditions are the same as those experienced by the typical population.

Norman Kunc

Note to Instructor: The following information is adapted from an article, The Importance of Belonging, in the 1992 Inclusion Conference Newsletter. Norman Kunc was born with cerebral palsy, is a family therapist and educational consultant, and is well known as a champion of inclusion in the disability arena. He has a Master's degree and is the author of "Ready, Willing, and Disabled."

Schools have changed the concept of belonging from an essential and inherent human right to something that children have to earn. Kunc says that, "uniformity and perfection have become the criteria for belonging," and that "people are excluded because of their diversity." Kunc feels that the educational system has inverted Maslow's Hierarchy of Needs, making belonging and love dependent on first having reached the self-esteem level, stressing achievement and mastery of the curriculum. Kunc maintains that a sense of belonging and feeling good about who they are is essential *before* a student can begin to master the curriculum. Present the **Maslow's Hierarchy of Needs Revised** handout and transparency **(H3/T4)** to illustrate this point.

Kunc provides two ways an individual can have their need for self-esteem met.
1. Through achievement and mastery in certain areas, and
2. Through recognition and respect from others.
Only after this need is met, can individuals pursue their own unique gifts or talents.

Often students with disabilities are taken out of regular classes and told that they don't belong. Kunc says this happens because "they don't walk the same way, talk the same

way, or do the same curriculum. They are told when they learn these things they may return." Present the **Catch 22** handout **(H4)**. "Of course, we have a perfect Catch 22. Children with disabilities can't belong until they learn the skills, but they can't learn the skills because they are never allowed to belong." So, they are caught. Worse yet, their lack of progress in segregated classes is seen as more evidence of the need for segregation. Kunc refers to this as a form of "systemic child abuse."

Schools can look outside their own environments to see how other groups create belonging successfully. Kunc uses the analogy of street gangs. He says gangs are successful precisely because they satisfy the need for belonging.

2.2 Discussion: Further Understanding Hierarchy of Needs

Engage the participants in a discussion regarding the needs of students. Ask them to share experiences they have had regarding instances in which their school has put learning and behaving ahead of belonging.

Goal 3: Describe the importance of friendship and how to facilitate it.

3.1 Activity: Friendship as a Need

Paraeducators will participate in an activity that provides an opportunity to better understand friendship.

3.1.1 Steps
- Have the participants break into groups of three to four.
- Distribute chart paper and markers to each group.
- Have the participants divide the chart paper in half and label each half with the following questions and compile a list of responses for each.
  - ➥ What do friendships do for your life?
  - ➥ What must be present for friendships to occur?
- When finished, ask each group to share their lists with the class.
- Point out that friendship is a need that is often overlooked or seen as "fluff." While friendship is often seen as a vital part of everyone's life, it is often neglected for those individuals with disabilities

3.2 Activity: Circle of Friends

Paraeducators will participate in an activity that provides an opportunity to further explore the importance of friendship.

3.3.1 Steps
- Distribute the **Circle of Friends: *Paraeducator*** handout (**H5**).
- Have each paraeducator complete the handout by placing names inside each circle according to the key at the bottom of the handout.
  - ➥ Inner Circle: Closest friends, family, best friends.
  - ➥ Second Circle: Friends you spend time with occasionally.
  - ➥ Third Circle: Acquaintances, people you know but don't see often.
  - ➥ Fourth Circle: People who are paid to be in your life (doctors, dentists, therapists, etc.).
- When finished, have the participants break into pairs.
- Distribute the remaining **Circle of Friends** handouts (**H6/H7**).
- Have one member of the pair complete the **Circle of Friends: *Typical Student*** handout (**H6**) and the other complete the **Circle of Friends:**

Student With Disabilities handout **(H7)**.

- When finished, have the pairs compare the two circles and discuss the differences.
- When finished, have the pairs share their student circles and their results with the class.

3.4 Lecture: Further Understanding the Importance of Friendship

Emphasize that with exception of family members, most if not all of the people in the circle of friends of a student with disabilities are people who are paid to be with them.

Present and review the **Friendship** transparency **(T5)**. "Friendship is about choice and chemistry; it cannot be readily defined much less forced….We can create and foster an environment in which it is possible for friendship to emerge."

3.5 Lecture: Facilitating Friendship

Present and review the **Facilitating Friendship** handout and transparency **(H8/T6)**. Several elements are neede to facilitate friendship between students with disabilities and typical peers. These include:

- Proximity,
  - Close proximity to typical peers is important.
  - Neighborhood schools allow for relationships both in and out of school.
  - Relationships established at school can continue in the neighborhood and vice versa.
- Opportunity,
  - Opportunities for interaction with typical peers need to be provided. Physical proximity is not enough.
    - Teaching strategies.
      - Cooperative learning
      - Classroom meetings
      - Job pairs
      - Other types of group work.
    - Seating arrangements.
      - Shared tables
      - Clusters
      - Pods

◗ Group study areas
➥ Opportunities for meaningful contributions need to be provided.
⇉ Students with disabilities should be provided opportunities to assume as many of the same responsibilities as their peers as possible.
⇉ Disabilities should be acknowledged and appropriate roles assigned.
■ Family Inclusion,
➥ Parents need to include their child's classmates and peers in the home life.
■ Promotion,
➥ The importance of friendship should be promoted among the students.
➥ Consider using **3.4 Activity: Circle of Friends** with students.
■ Nurturing, and
➥ Give it time.
➥ Friendship cannot be forced, but it can be nurtured.
■ Reciprocity.
➥ There is a difference between a helper-helpee relationship and a reciprocal friendship.
➥ Being a helper can be great way to start a friendship, but it shouldn't be the only element.
➥ Genuine friendship must be reciprocal, people need to both give and receive help.
➥ People are more comfortable offering help than receiving it because of the perceived loss of dignity.

3.6 Activity: Supporting Student Interaction

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the importance of supporting student interaction.

3.6.1 Steps
■ Have the participants break into groups of three or four.
■ Present and briefly review the **Skills That Support Student Interaction** handout and transparency **(H9/T7)**.
➥ Positive Interaction Style
⇉ Positive attitude, appreciation of others.
➥ Establishing Areas of Compatibility

⇉   Finding interests and experiences in common.
➥   Taking the Perspective of Others
⇉   Considering the needs, feelings, interests of others.
➥   Sharing
⇉   Sharing belongings, ideas, and feelings.
➥   Providing Support
⇉   Providing comfort, help, and support.
➥   Trustworthiness and Loyalty
⇉   Keeping secrets and promises; standing up for
          themselves and others.
➥   Conflict Resolution
⇉   Solving their own problems.
⇉   Finding safe ways of airing grievances, feelings, and
          differences or opinions.
➥   Seeing Their Role in the Relationship
⇉   See themselves as both helper and helpee.
⇉   Students with disabilities have much to share and benefit
          from in the role of helper.

- In each box on the handout, have the groups discuss and list ways in which they, as paraeducators, can facilitate the acquisition of each of the skills.
- When finished, return to the large-group setting and ask each participant to share at least one new idea they plan to use in order to facilitate students in the acquisition of these skills.

3.7 Lecture: Considerations Regarding Adult Help

Present the **Get Out Of The Way** transparency **(T8)**.

Present and review the **Considerations Regarding Adult Help** handout **(H10)**.
- The assistance provided by adults can be intrusive and unwanted.
- The adults that surround a student with disabilities can intimidate children.
- Isolation in the name of safety is a double-locked door. Isolation in the name of safety can keep students from participation. Don't isolate in the name of safety.
- The tendency is to minimize the evidence of disabilities and then to say the student's functioning and skill development are being increased. This happens because conformity and uniformity are highly valued in

today's society.

- If we only teach tolerance we never get acceptance.
- Teachers and paraeducators should model respect and social appropriateness.
- Teachers and paraeducators should provide necessary help, not "unexpected attacks" of help.
- Take a serious look at what your needs are as a caregiver vs. what the student really needs.

Present and review the **Professional Caregivers are Made, Not Born** transparency **(T9)**.

Present and the **Equality and Reciprocity** handout and transparency **(H11/T10)**. Vanderklift and Kunc stated that, "If we commend and praise children without disabilities for their interactions with their peers with disabilities (either publicly or in other ways), we inadvertently make friendship a big deal and imply that all children are not created equal. We reinforce the idea that it is morally and socially admirable to 'help the handicapped' and therefore may remove the opportunity for equality and reciprocity."

Module C Handouts

Module C: The Relationships Between
Challenging Behavior, Inclusion, and Friendship

1.   State what inclusive environments provide for students with disabilities.

2.   Describe Maslow's Hierarchy of Needs.

3.   Describe the importance of friendship and how to facilitate it.

Maslow's Hierarchy of Needs

SELF-ACTUALIZATION
Education, Motivation,
Justice, Honesty, Altruism,
Creativity, Emotional Growth

SELF-ESTEEM
Achievement, Mastery,
Recognition, Self-worth, Confidence

BELONGING - LOVE
Friends, Family, Lovers, Spouses, Children

SAFETY
Security, Stability, Order, Freedom from Fear

PHYSIOLOGICAL, BASIC NEEDS
Food, Water, Shelter, Warmth

Maslow's Hierarchy of Needs Revised

SELF-ACTUALIZATION
Education, Motivation,
Justice, Honesty, Altruism,
Creativity, Emotional Growth

BELONGING - LOVE
Friends, Family, Lovers, Spouses, Children

SELF-ESTEEM
Achievement, Mastery, Recognition,
Self-Worth, Confidence

SAFETY
Security, Stability, Order, Freedom from Fear

PHYSIOLOGICAL, BASIC NEEDS
Food, Water, Shelter, Warmth

The inversion of Maslow's hierarchy of human needs in 20th century reflect in Norman Kunc article "The Importance of Belonging" from the '92 Inclusion Conference newsletter.

Catch 22

Kunc says, "Of course, we have a perfect Catch 22. Children with disabilities can't belong until they learn the skills, but they can't learn the skills because they are never allowed to belong." So they are caught.

Worse yet, their lack of progress in segregated classes is seen as more evidence of the need for their segregation. Kunc makes everyone squirm a little when he calls this a form of "systemic child abuse."

Schools can look outside their own environments to see how other groups create belonging successfully. Kunc uses the analogy of street gangs. He says gangs are successful precisely because they satisfy the need for belonging

The above article is from the '92 Inclusion Conference newsletter.

Circle of Friends: *Paraeducator*
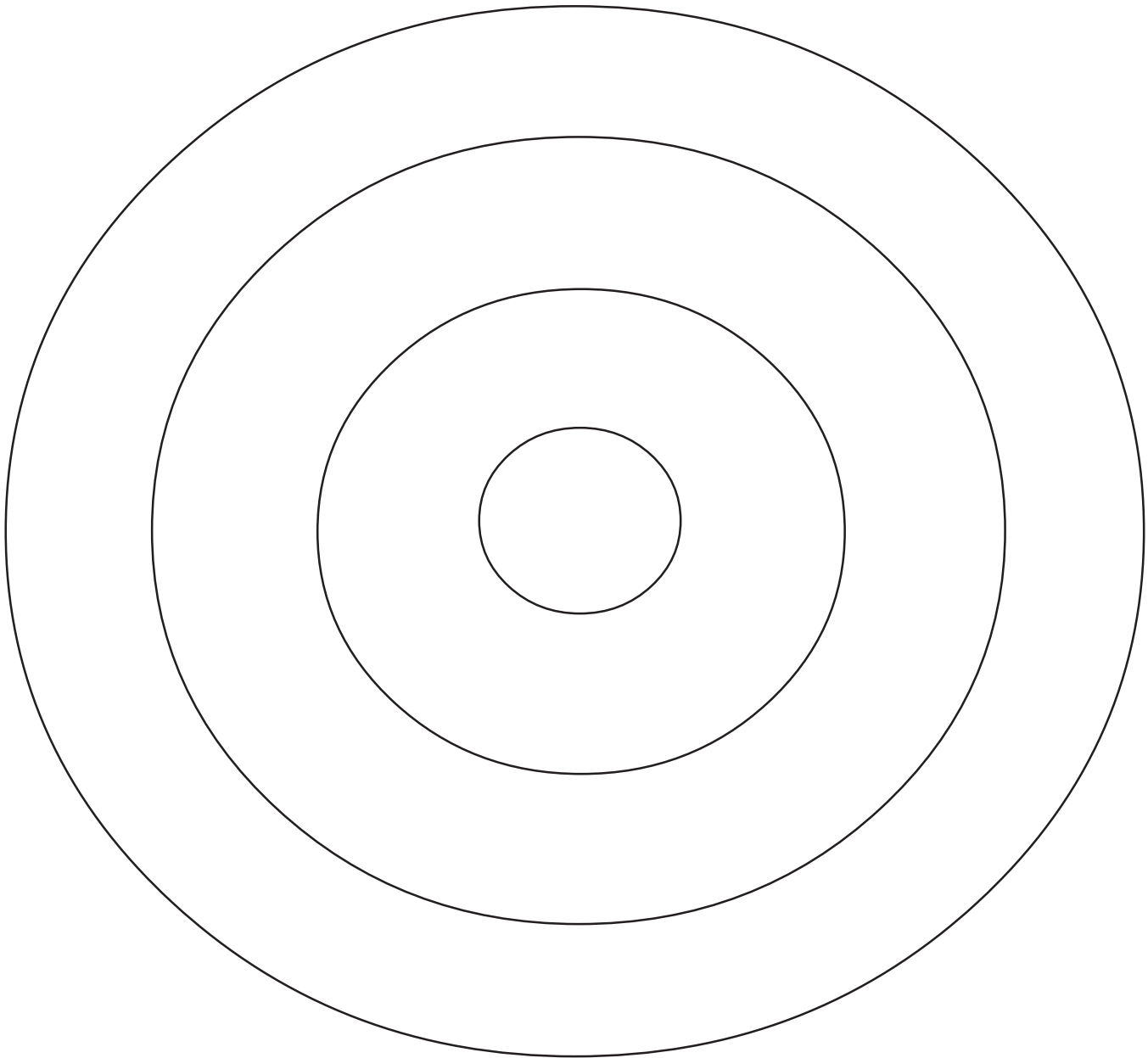
- **Inner Circle:** Closest friends, family, "best" friends
- **Second Circle:** Friends you spend time with occasionally
- **Third Circle:** Acquaintances, people you know but don't often see
- **Fourth Circle:** People who are paid to be in your life (doctors, dentists, therapists etc.)

Circle of Friends: *Typical Student*
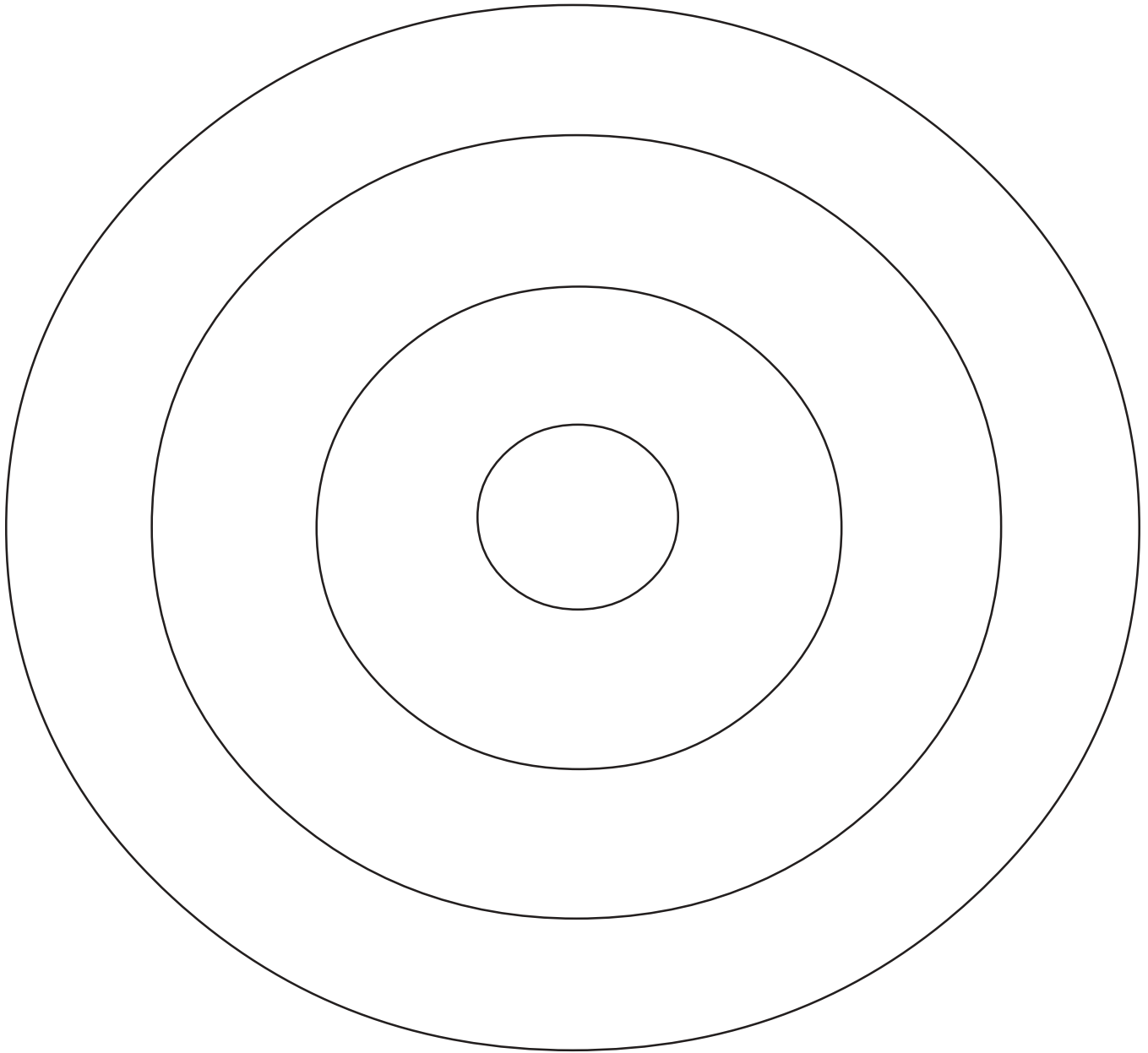
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Circle of Friends: *Student With Disabilities*
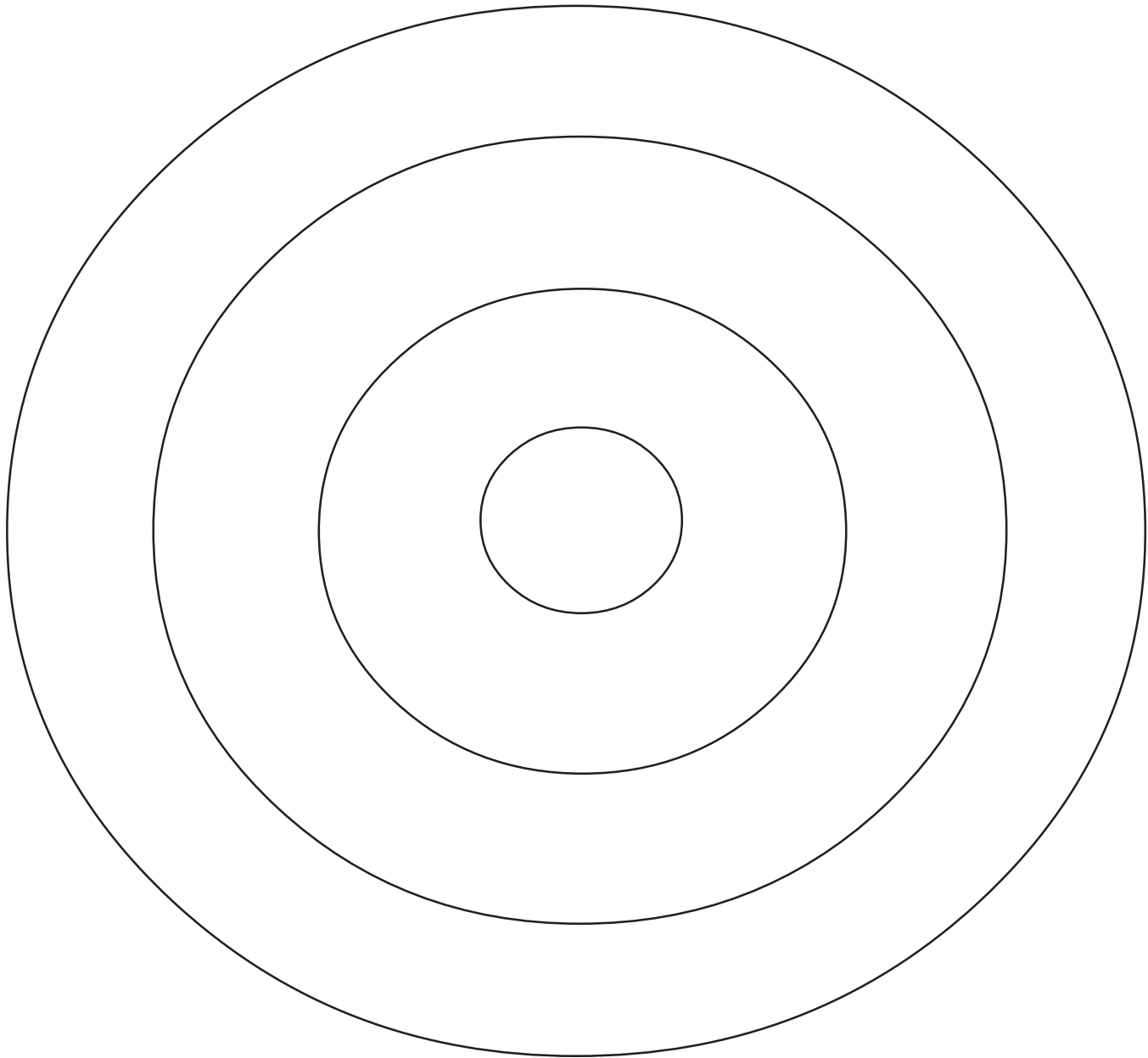
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Facilitating Friendship

- Proximity
  - ➥ Close proximity to typical peers is important.
  - ➥ Neighborhood schools allow for relationships both in and out of school.
  - ➥ Relationships established at school can continue in the neighborhood and vice versa.

- Opportunity
  - ➥ Opportunities for interaction with typical peers need to be provided. Physical proximity is not enough.
  - ➥ Opportunities for meaningful contributions need to be provided.

- Family Inclusion
  - ➥ Parents need to include their child's classmates and peers in the home life.

- Promotion
  - ➥ The importance of friendship should be promoted among the students.
  - ➥ Consider using **3.4 Activity: Circle of Friends** with students.

- Nurturing
  - ➥ Give it time.
  - ➥ Friendship cannot be forced, but it can be nurtured.

- Reciprocity
  - ➥ There is a difference between a helper-helpee relationship and a reciprocal friendship.
  - ➥ Being a helper can be great way to start a friendship, but it shouldn't be the only element.
  - ➥ Genuine friendship must be reciprocal, people need to both give and receive help.
  - ➥ People are more comfortable offering help than receiving it because of the perceived loss of dignity.

Skills That Support Student Interaction

Positive Interaction Style	Establishing Areas of Compatibility
Taking the Perspective of Others	Sharing
Providing Support	Trustworthiness and Loyalty
Conflict Resolution	Seeing Their Role in the Relationship

Considerations Regarding Adult Help

- The assistance provided by adults can be intrusive and unwanted.

- The adults that surround a student with disabilities can intimidate children.

- Isolation in the name of safety is a double-locked door. Isolation in the name of safety can keep students from participation. Don't isolate in the name of safety.

- The tendency is to minimize the evidence of disabilities and then to say the student's functioning and skill development are being increased. This happens because conformity and uniformity are highly valued in today's society.

- If we only teach tolerance we never get acceptance.

- Teachers and paraeducators should model respect and social appropriateness.

- Teaches and paraeducators should provide necessary help, not "unexpected attacks" of help.

- Take a serious look at what your needs are as a caregiver vs. what the student really needs.

Equality and Reciprocity

"If we commend and praise children without disabilities for their interactions with their peers with disabilities (either publicly or in other ways), we inadvertently make friendship a big deal and imply that all children are not created equal. We reinforce the idea that it is morally and socially admirable to 'help the handicapped' and, therefore may remove the opportunity for equality and reciprocity."
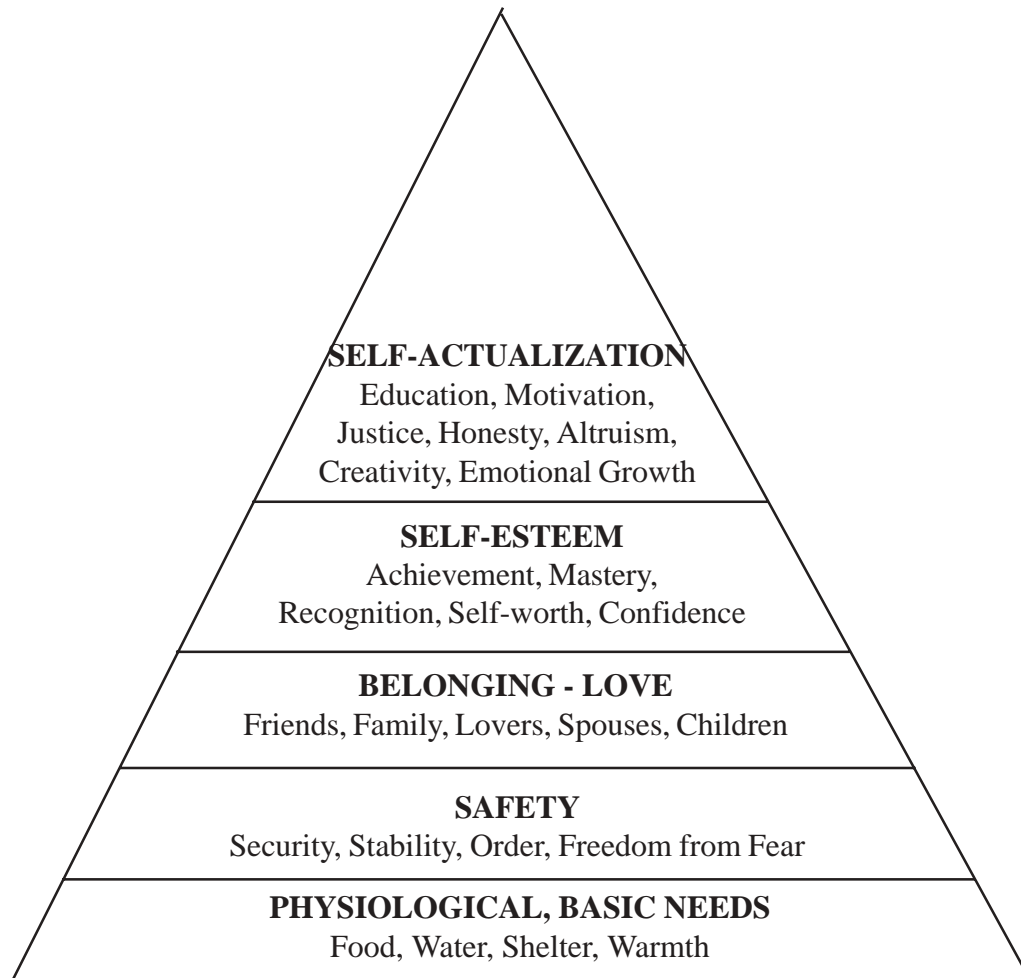
Module C Transparencies

Module C: The Relationships Between Challenging Behavior, Inclusion, and Friendship

The PARA Center

- *State what inclusive environments provide for students with disabilities.*

- *Describe Maslow's Hierarchy of Needs.*

- *Describe the importance of friendship and how to facilitate it.*

What Inclusive Environments Provide

The PARA Center

- *Natural Opportunities*

- *Real-Life Situations and Real-Life Learning*

- *Relationships and Friendships*

- *Sense of Belonging*

- *Diverse Groups of People*

- *Meaningful Activities*

- *Acceptance of Differences*

Maslow's Hierarchy of Needs

The PARA Center

SELF-ACTUALIZATION
Education, Motivation,
Justice, Honesty, Altruism,
Creativity, Emotional Growth

SELF-ESTEEM
Achievement, Mastery,
Recognition, Self-worth, Confidence

BELONGING - LOVE
Friends, Family, Lovers, Spouses, Children

SAFETY
Security, Stability, Order, Freedom from Fear

PHYSIOLOGICAL, BASIC NEEDS
Food, Water, Shelter, Warmth

Maslow's Hierarchy of Needs
Revised

The PARA Center

SELF-ACTUALIZATION
Education, Motivation,
Justice, Honesty, Altruism,
Creativity, Emotional Growth

BELONGING - LOVE
Friends, Family, Lovers, Spouses, Children

SELF-ESTEEM
Achievement, Mastery, Recognition,
Self-Worth, Confidence

SAFETY
Security, Stability, Order, Freedom from Fear

PHYSIOLOGICAL, BASIC NEEDS
Food, Water, Shelter, Warmth

Friendship

"Friendship is about choice and chemistry; it cannot be readily defined much less forced….We can create and foster an environment in which it is possible for friendship to emerge."

Facilitating Friendship

- *Proximity*

- *Opportunity*

- *Family Inclusion*

- *Promotion*

- *Nurturing*

- *Reciprocity*

Skills That Support Student Interaction

- **Positive Interaction Style**

- **Establishing Areas of Compatibility**

- **Taking the Perspective of Others**

- **Sharing**

- **Providing Support**

- **Trustworthiness and Loyalty**

- **Conflict Resolution**

- **Seeing Their Role in the Relationship**

Get Out Of The Way!

The PARA Center

Lead,
Follow,
But most importantly,

Get out of the way!

Professional Caregivers are Made, Not Born

Vanderklift, E. & Kunc, N.

Equality and Reciprocity

The PARA Center

"If we commend and praise children without disabilities for their interactions with their peers with disabilities (either publicly or in other ways), we inadvertently make friendship a big deal and imply that all children are not created equal. We reinforce the idea that it is morally and socially admirable to 'help the handicapped' and, therefore may remove the opportunity for equality and reciprocity."

- Vanderklift & Kunc

Module D: Assessment Tools

Significant Supports for Challenging Behavior Needs
Module D: Assessment Tools

A. Module Goals

Using the **Module D: Assessment Tools** handout and transparency **(H1/T1)**, review the goals of the module.

     1.   Identify the role of the paraeducator in assessment.

     2.   Conduct behavior observations and collect behavior data.

Goal 1: Identify the role of the paraeducator in assessment.

1.1 Discussion: The Role of the Paraeducator

Given the amount of time that a paraeducator spends with a student, it is critical that they are involved in the behavior assessment process. Additionally, there are specific ways of collecting data that will contribute to the paraeducator's ability to make decisions. For these reasons, it is vital that paraeducators understand ways to observe behaviors because they may be carrying out the data collection for the team. It is important to remember that the paraeducator should not be deciding which assessment tools will be used.

Engage the participants in a discussion regarding their personal experiences with behavior assessment and the roles they were asked to play in the process.

Goal 2: Conduct behavior observations and collect behavior data.

2.1 Lecture: Behavior Assessment as Detective Work

Never assume you know a person so well as to know his or her every communication. Remember that a student may use the same behavior in various settings in order to achieve different outcomes. It is important to remain open to learning something new and unexpected about those you work with. In order to do this, one has to act somewhat like a detective.

- Ask questions.
- Enlist the help of others.
- Follow leads.
- Go directly to the source.
- Ask more questions.

2.2 Discussion: Sarah's Story

Distribute the **Sarah's Story** handout **(H2)**. Allow the participants time to read through the story before beginning the discussion. Use the following points to guide the discussison, making sure each is covered.

- The initial impressions of the motivation for the behavior were incorrect.
- This is a good example of how the behavior support approach works.
- When Lisa decided to have Sarah visit her at home, a friendship developed.
- What needs did Lisa have that Sarah met?
- What needs did Sarah have that Lisa met?
- This is a good example of the reciprocity of friendship.

2.3 Lecture: The A-B-C Model

The Antecedent-Behavior-Consequence (A-B-C) Model, also known as Stimulus-Response-Consequence (S-R-C), is a process that allows paraeducators to record a valuable first-step functional assessment of behavior. In this process, the paraeducator should record what happens immediately prior to the behavior (Antecedent/Stimulus), the behavior itself (Behavior/Response), and the reaction to the behavior (Consequence). This data allows teachers to identify what events may trigger the

target behavior, and can be helpful in identifying patterns of the behavior. For example, if the Antecedent/Stimulus column is filled with teacher requests to work independently and the Consequence column is filled with a paraeducator providing support, it can be seen that the behavior is successful in getting individual support and attention. Sometimes, the Antecedent/Stimulus column may not appear to have a consistent pattern, but the Consequence column is filled with giggling, crying, or some other peer reaction. In this instance, it may be that the purpose of the behavior is to get the attention of other students in the room.

Antecedent-Behavior-Consequence (A-B-C)
- Get in the habit of looking at what happened immediately before the
- behavior. (Antecedent)
- What is the behavior? (Behavior)
- What happened after the behavior occurred? (Consequence)

2.4 Discussion: Further Understanding The A-B-C Model

Engage the participants in a discussion regarding the **Sarah's Story** handout **(H2)**, asking them to identify and apply the concepts of The A-B-C Model.

2.5 Activity: Types of Behavior Assessment

Paraeducators will participate in an activity that provides an opportunity to explore and better understand the various forms of behavior assessment.

2.5.1 Steps
- Have the participants count off by six and break into groups accordingly: all 1's together, all 2's together, all 3's together, etc.
- Distribute the appropriate assessment handout(s) to the correct group.
  - ➥ Group 1: **Motivation Assessment Scale (H3)**
  - ➥ Group 2: **Functional Behavior Analysis Patterns (H4)**
  - ➥ Group 3: **Environmental Analysis (H5)**
  - ➥ Group 4: **Behavior Map (H6)**
  - ➥ Group 5: **Outcomes Analysis (H7)**
  - ➥ Group 6: **Modality Assessment (H8)**
- Have each group read about and discuss their specific type of behavior assessment, becoming "experts" so that they can then teach the assessment method to others.

- When finished, have the participants break into new groups, with each group containing at least one member from each of the previous groups.
- In the new groups, have the participants teach their method of behavior assessment to the new group.

2.5.2 Discusssion: Further Understanding Types of Behavior Assessment

When the groups are finished, return to the large-group format and ask the participants to explain each method of behavior assessment, clarifying where needed. Use the appropriate handout and transparency to help guide the discussion. Be sure each point below is addressed.

- **Motivation Assessment Scale (H3/T2)**
  - ➥ Systematic line of questioning that can help determine the motivating factor behind the behavior.
  - ➥ There are four basic motivations for behavior:
    - ⇒ Social Attention
      - ◗ Attention may be positive as well as negative (negative attention may be preferred over being ignored).
    - ⇒ Tangibles
      - ◗ Food
      - ◗ Toys
      - ◗ Personal Possessions
      - ◗ Activities
    - ⇒ Escape
      - ◗ Desire to avoid a person, place, or thing(s).
    - ⇒ Sensory Feedback
      - ◗ Self-stimulation.
      - ◗ Looks good, feels good, or sounds good to the person doing the behavior.
      - ◗ May actually be a very adaptive response to a less than stimulating environment by a person with few coping skills.

Note to Instructor: Review the Motivation Assessment Scale worksheet and how to score it.

- **Functional Behavior Analysis Patterns (H4/T3)**
  - ➥ Helps to find any patterns to the behavior by looking at:

⇉ When it occurs,
⇉ With whom it occurs,
⇉ Where it occurs,
⇉ How often it occurs, etc.

Note to Instructor: Review the Functional Behavior worksheet and how to fill it out.

- **Environmental Analysis (H5/T4)**
  ➥ Looks closely at the environment in which the behavior occurs, including:
  ⇉ The physical layout of the setting.
  ⇉ The people present.
  ⇉ The comfort level.
  ⇉ The activities going on.
  ⇉ Any pollutants present, such as florescent lights, allergens, noise, temperature, and consumption of foods.
  ⇉ The physical constraints of the environment, such as seating arrangements and restroom breaks.
  ⇉ The ways in which the physical/medical needs of the student are addressed.
  ➥ Looks at:
  ⇉ The student's expectations of the environment and what choices they have.
  ⇉ The expectations that others have of the student.
  ⇉ The student's interest level for the activity.
  ⇉ The outside influences that come into play during a normal day.

- **Behavior Map (H6/T5)**
  ➥ Makes an actual map of the room with an "X" marking where the behavior occurs.
  ➥ Looks for clues as to why the behavior is taking place in that particulare location.

Note to Instructor: Review the Behavior Map and how to fill it out.

- **Outcomes Analysis (H7/T6)**
  ➥ A process used to observe a behavior and follow it from the beginning of an incident until the incident ends, forming a hypothesis regarding the student's probable

> desired outcomes from the behavior.
> ➡ A combination of A-B-C and MAS in that you break down the events around the behavior very systematically and arrive at a possible outcome for the behavior.
> ➡ Especially helpful when you don't have a tool in mind but the incident is fresh in your mind.
> ➡ Should be conducted as soon after the incident as possible.
> ➡ Invloves writing a narrative of what happened and then having a colleague or team member review it, asking questions.

Note to Instructor: Review the Outcomes Analysis worksheet and how to fill it out.

> ■ **Modality Assessment (H8/T7)**
> ➡ Assesses the preferred modalities of a student.
> ⇉ Visual,
> ⇉ Auditory, or
> ⇉ Tactile/Kinesthetic.
> ➡ Provides useful information in determining rewards, consequences, or motivations for behavior.

Note to Instructor: Review the Modality Assessment worksheet and how to fill it out.

2.6 Lecture: Variables to Consider in the Assessment of Behavior

Present and review the **Variables to Consider in the Assessment of Behavior** handout and transparency **(H9/T8)**. There are five variables that should be considered when conducting behavior assessments: environmental, communication, choice and control, teaching and implementation (learning style), and physiological. For each variable, there are some questions regarding the specific behavior that should be addressed.

> ■ Environmental
> ➡ When is it most/least likely to occur?
> ➡ Where is it most/least likely to occur?
> ➡ With whom is it most/least likely to occur?
> ➡ Are certain activities often/rarely associated with the behavior?
> ➡ Does it happen when others/no one is around?
> ➡ Does it happen in noisy/quiet environments?

- Does it happen in small/open environments?
- Does it happen when there are unexpected changes in routines/ environments?

- Communication
  - Is this being done to gain attention?
  - Is this being done to gain access to an activity/object?
  - Is this being done to avoid doing an activity?
  - Is this being done to protest something?
  - Do others acknowledge and respect this form of communication?
  - Does the individual have appropriate alternative behaviors that serve the same function as the inappropriate behavior?

- Choice and Control
  - Has the person been thwarted from doing a preferred activity?
  - Are too many reinforcers held contingent on appropriate behavior, with little access to noncontingent reinforcements?
  - Is the person in control of their daily events (e.g., when and what to eat, when to shower, where to shop, what to buy, when to watch TV)?
  - Is the person's schedule too predictable/unpredictable?
  - Does the person have free access to basic wants (e.g., food, drink, privacy)?
  - Does the person value the activities in which he or she participates?
  - Does the person make choices that are meaningful to him or her?
  - Does the person like their co-workers, classmates, and/or housemates?
  - Does the person have meaningful relationships with others?

- Teaching and Implementation (Learning Styles)
  - Is the staff trained to implement strategies?
  - Does the staff have the resources necessary to implement the plan?
  - Are there too many/too few staff members?
  - Does it happen more/less with difficult tasks?
  - Are tasks boring/repetitive to the individual?
  - Does it happen with tasks of long duration?
  - Are functional alternatives to the behavior being taught?
  - Are teaching strategies based on compliance to task rather than on the function or meaning of the task?

➥ Do all interactions with the individual center on behavior and skill performance to the exclusion of informal social interactions?

➥ Are prompting strategies too intrusive for the individual?

➥ Do instructional strategies emphasize directives/commands/demands?

➥ Does instruction require the person to work while the staff only observes?

■ Physiological

➥ Could the behavior be related to medications?

➥ Are there any medical conditions that could contribute to the behavior?

➥ Does the person have any allergies?

➥ Is the person in any physical distress?

➥ Is the person getting enough sleep?

➥ Is the person getting proper nutrition?

2.7 Activiy: Further Understanding the Use of Behavior Assessment Tools

Paraeducators will participate in an activity that will provide an opportunity to practice using the various behavior assessment tools.

2.7.1 Steps

■ Have the participants break into groups of three.

■ Ask the groups to select a behavior assessment method, ensuring that each method is used by at least one group.

■ Have the groups determine who will play which role: paraeducator, homeroom teacher, or special education teacher.

■ Distribute the **Behavior Assessment Scenario** handouts (**H10/H11/H12**).

■ Have the groups read through the scenarios and complete their chosen form of assessment.

■ When finished, ask the groups to share their comments about the assessment tools and what they learned about behavior assessment.

Note to Instructor: Remind the participants to ask the student prior to assessing his or her behavior. Emphasize that teachers, not paraeducators, chose the assessment tools and complete the analysis of data collected during the assessment.

Module D Handouts

Module D: Assessment Tools

1.   Identify the role of the paraeducator in assessment.

2.   Conduct behavior observations and collect behavior data.

Sarah's Story

A group was meeting about what was going on with Sarah, a woman who none of us knew very well.

Sarah had just moved into a group home with five other people who, like her, had spent many years in a large state institution. She and the people working with her were still learning about one another.

One Saturday, Lisa, who worked in this group home, suggested she and Sarah go out for lunch. The town Sarah lived in was fairly small so the choice of restaurant was easy to make. Their luncheon had been pleasant enough. When it seemed to be over, Lisa got ready to leave. Sarah sat resolutely in her seat. She didn't use words, so Lisa guessed that she wanted another cup of coffee, which Lisa ordered for her. When Sarah had finished it, Lisa again got ready to leave, but Sandra did not. So, Lisa thought that if she just waited a bit, Sarah would get restless and want to leave.

Sarah did get restless and started going to other tables teaching people how to share. When some of the other diners were non-compliant with her task demands, she sat on the floor. After a couple of hours of coaxing, explanation, and general despair, the owner called the police, not out of anger but just to get some help in resolving this. When Sarah saw the police, she calmly yielded to their authority, got up, and left.

It is interesting that no one did what we have come to expect. No one said, "You know why she does that? I think it's for attention." Instead, at this meeting we decided that it would probably be less of a puzzle if we knew Sarah better. So, we told some stories we had heard about Sarah: how a neighbor, now in his 80s, remembered Sarah as a child 50 years ago, sitting with her mother on the front porch; how the neighbors liked Sarah's family; how when Sarah's mother died, her father had no help at home and felt forced to send her to the state school. We wondered what that must have been like because none of us had been doubly abandoned like that as a child.

We were talking about life in the institution when someone asked, "Have any of you ever eaten in the cafeteria there? You come in with the other 30 people from your unit, you all sit at once to eat, and then when it's time to leave, you all rise to go back." It suddenly struck us that maybe when Sarah was in the restaurant, she was waiting for everyone to get up as a sign that lunch was over. When Lisa had said

Sarah's Story
(continued)

lunch was over, Sarah could see quite plainly from her more than 40 years of group dining that lunch was over only when all the food was gone and everyone in the group got up to go.

A couple of things occurred to us. Sarah might be a visual learner, and we might best teach her to know a meal was finished with some ordinary visual cues such as putting her knife and fork on her plate. We also realized how much time Sarah had spent lonely and lost among many other people. This isolation was still going on even in this smaller group home.

This meeting disturbed Lisa. Up until now, she had seen Sarah primarily as a client, but once she saw her as someone who could have been her neighbor growing up, her perceptions of Sarah changed. Lisa started inviting Sarah to visit her home, which turned out to be something they both enjoyed. Lisa was divorced and her last child was moving out of state. So, she invited Sarah to live with her and Sarah agreed.

Obviously, the services supporting Sarah were flexible beyond just responding to her observable behavior. The people working with Sarah had learned that if they were going to develop decent and personal services, they had to listen closely and respond personally. Their understanding of Sarah's difficult behavior invited them to rethink and change their own behavior.

Motivation Assessment Scale

- Systematic line of questioning that can help to determine the motivating factor behind the behavior.

- There are four basic motivations for behavior:
  - ➥ Social Attention
    - ⇉ Attention may be positive as well as negative (negative attention may be preferred over being ignored).

  - ➥ Tangibles
    - ⇉ Food
    - ⇉ Toys
    - ⇉ Personal Possessions
    - ⇉ Activities

  - ➥ Escape
    - ⇉ Desire to avoid a person, place, or thing(s).

  - ➥ Sensory Feedback
    - ⇉ Self-stimulation.
    - ⇉ Looks good, feels good, or sounds good to the person doing the behavior.
    - ⇉ May actually be a very adaptive response to a less than stimulating environment by a person with few coping skills.

Motivation Assessment Scale

(continued)

Student's Name: **Date:**
Rater's Name:

Behavior Description:

- Enter a specific behavior (e.g., hits his head) rather than a more general description of the individual's behavior (e.g., he gets upset).

Setting Description:

- Specify the situation where the behavior is a problem (e.g., at home after dinner, during lunch, during one-on-one teaching).

Rate each of the following items by circling the number that corresponds to about how often the student engages in the behavior indicated in the setting which has been selected.

0 = Never	**4 = Usually**
1 = Almost Never	**5 = Almost Always**
2 = Seldom	**6 = Always**
3 = Half the Time	

Never   Always

1 2 3 4 5 6   1.   Would the behavior occur continuously, over and over, if this person was left alone for long periods of time (for example, several hours)?

1 2 3 4 5 6   2.   Does the behavior occur following a request to perform a difficult task?

1 2 3 4 5 6   3.   Does the behavior seem to occur in response to your talking to other people in the room?

1 2 3 4 5 6   4.   Does the behavior ever occur in order to get a toy, some food, or to be able to do an activity that this person has been told that he or she can't have or do?

1 2 3 4 5 6   5.   Would the behavior occur repeatedly, in the same way, for very long periods of time if no one was around (for example, rocking back and forth for over an hour)?

Motivation Assessment Scale
(continued)

Never   **Always**

1 2 3 4 5 6   6.   Does the behavior occur when requests are made of this person?

1 2 3 4 5 6   7.   Does the behavior occur whenever you stop attending to this person?

1 2 3 4 5 6   8.   Does the behavior occur when you take away a favorite toy, food, or activity?

1 2 3 4 5 6   9.   Does it appear to you that this person enjoys performing the behavior (it feels, tastes, looks, smells, and/or sounds pleasing)?

1 2 3 4 5 6   10.   Does this person seem to do the behavior to upset or annoy you when you are trying to get him or her to do what you ask?

1 2 3 4 5 6   11.   Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him or her (for example, if you are sitting in a separate room, interacting with another person)?

1 2 3 4 5 6   12.   Does the behavior stop occurring shortly after you give this person the toy, food, or activity he or she has requested?

1 2 3 4 5 6   13.   When the behavior is occurring, does this person seem calm and unaware of anything else going on around him or her?

1 2 3 4 5 6   14.   Does the behavior stop occurring shortly after (one to five minutes) you stop working with or making demands of this person?

1 2 3 4 5 6   15.   Does this person seem to do the behavior to get you to spend some time with him or her?

1 2 3 4 5 6   16.   Does this behavior seem to occur when this person has been told that he or she can't do something he or she had wanted to do?

Motivation Assessment Scale
(continued)

Scoring

Transfer the numeric response for each item to the blanks below. Scores are organized into columns by motivation type. Add each column of numbers to get the total score, then calculate the mean score (Mean score equals the total score divided by four) for each motivation. Determine the relative ranking for each motivation by assigning a "1" to the motivation with the highest mean score, a "2" to the motivation with the second highest, a "3" to the motivation with the third higest, and a "4" to the fourth highest.

Sensory	**Escape**
1	2.
5.	6.
9.	10.
13.	14.
Total Score:	**Total Score:**
Mean Score:	**Mean Score:**
Relative Ranking:	**Relative Ranking:**

Attention	**Tangible**
3.	4.
7.	8.
11.	12.
15.	16.
Total Score:	**Total Score:**
Mean Score:	**Mean Score:**
Relative Ranking:	**Relative Ranking:**

Functional Behavior Analysis

Looks at:

- When the behavior occurs.

- Where the behavior occurs.

- With whom the behavior occurs.

- How often the behavior occurs.

It is important to set up the data sheet to quickly and accurately record what you are looking for so that it can be analyzed.

Codes can be developed which indicate frequency of occurence.

Functional Behavior Analysis
(continued)

Student:
Date:
Recorder:

0 = No Occurence
/ = One Occurence
◆ = More Than One Occurence

Time of Day	Activity	M	T	W	TH	F
8:30-9:00						
9:00-9:30						
9:30-10:00						
10:00-10:30						
10:30-11:00						
11:00-11:30						
11:30-12:00						
12:00-12:30						
12:30-1:00						
1:00-130						
1:30-2:00						
2:00-2:30						
2:30-3:00						
3:00-3:30						

Environmental Analysis

Looks closely at the environment in which the behavior occurs, including:
- The physical layout of the setting.
- The people present.
- The comfort level.
- The activities going on.
- Any pollutants present, such as florescent lights, allergens, noise, temperature, and consumption of foods.
- The physical constraints of the environment, such as seating arrangements and restroom breaks.
- The ways in which the physical/medical needs of the student are addressed.

Looks at:
- The student's expectations of the environment and what choices they have.
- The expectations that others have of the student.
- The student's interest level for the activity.
- The outside influences that come into play during a normal day.

Behavior Map

- Make an actual map of the room.
- Place a mark on the map where a behavior occurs.
- Note as much information as possible about the behavior. (i.e., other people involved, what activity was happening in the classroom at the time).
- Look for clues as to why the behavior is taking place in that location.

Teacher's Desk

Reading Table

Student Desks

Student Desks

Student Desks

Student Desks

Door
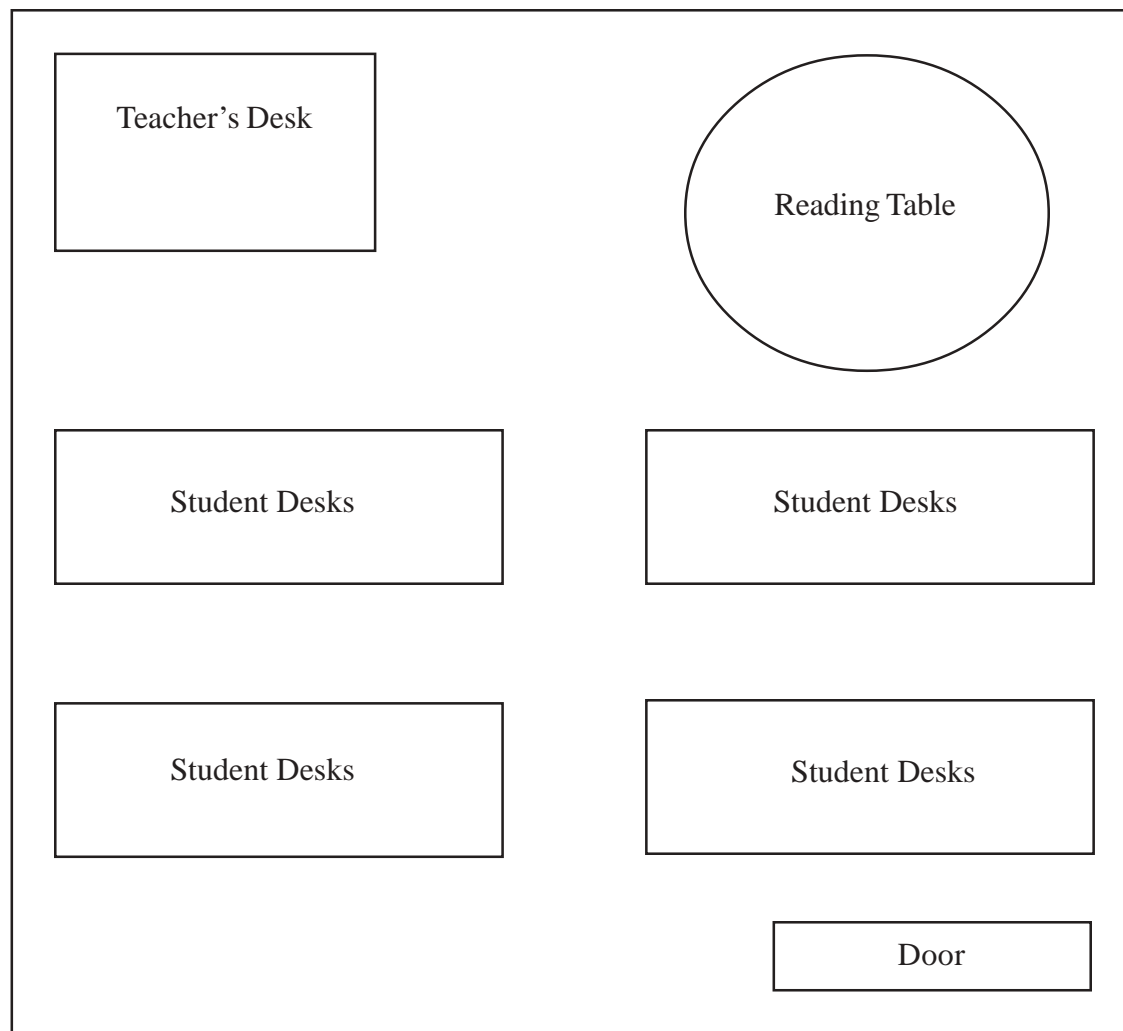
Outcome Analysis

Student's Name: **Date:**

Step 1: State the problem in your own words. What usually causes this student to get into trouble?

Step 2: Circle the specific student behaviors in the first step that are problematic. If no behaviors were described, restate the problem with more detail about what actually happens.

Step 3: Select a particular incident when this problem occurred and describe what happened before the problem began. Summarize antecedent conditions by describing the situation and any precipitating or "trigger" action or event.
- What was generally going on at the time?
- Who was involved?
- When did it occur?
- What was the precipitating, "trigger" action/event?

Step 4: Follow the behavioral incident to its conclusion. Describe the student, teacher, and other actions until it ends.
- The student (what the student did)…
- Then the teacher/other (what the teacher or other person did to respond)...
- Then the student…
- Then the teacher/other…
- Then the student…
- Then the teacher/other…

Modality Assessment

Assesses the preferred modalities of a student.

Visual   **Notes:**
- Enjoys books/pictures.
- Knows specific location.
- Finds items easily.
- Likes puzzles.
- Remembers exact page.
- Notices details.
- Good sight word vocabulary.

Auditory   **Notes:**
- Talks to self, reads aloud.
- Sings/remembers songs.
- Good with addresses/phone numbers.
- Rich speaking vocabulary.
- Plays with words, rhymes.
- Good with poems, riddles, and jokes.
- Word for word recital.
- Prefers oral directions.

Notes:

Tactile/Kinesthetic.
- Uses hand gestures and facial expressions to talk.
- Takes things apart and puts them back together.
- Paces to process.
- Enjoys playing with clay, silly putty, paper clips.
- Prefers active learning situations, walking, and talking.
- Gathers information from touching, manipulating.

Variables to Consider in the Assessment of Behavior

- Environmental
  - When is it most/least likely to occur?
  - Where is it most/least likely to occur?
  - With whom is it most/least likely to occur?
  - Are certain activities often/rarely associated with the behavior?
  - Does it happen when others/no one is around?
  - Does it happen in noisy/quiet environments?
  - Does it happen in small/open environments?
  - Does it happen when there are unexpected changes in routines/environments?

- Communication
  - Is this being done to gain attention?
  - Is this being done to gain access to an activity/object?
  - Is this being done to avoid doing an activity?
  - Is this being done to protest something?
  - Do others acknowledge and respect this form of communication?
  - Does the individual have appropriate alternative behaviors that serve the same function as the inappropriate behavior?

- Choice and Control
  - Has the person been thwarted from doing a preferred activity?
  - Are too many reinforcers held contingent on appropriate behavior, with little access to noncontingent reinforcements?
  - Is the person in control of their daily events (e.g., when and what to eat, when to shower, where to shop, what to buy, when to watch TV)?
  - Is the person's schedule too predictable/unpredictable?
  - Does the person have free access to basic wants (e.g., food, drink, privacy)?
  - Does the person value the activities in which he or she participates?
  - Does the person make choices that are meaningful to him or her?
  - Does the person like their co-workers, classmates, and/or housemates?
  - Does the person have meaningful relationships with others?

Variables to Consider in the Assessment of Behavior
(continued)

- Teaching and Implementation (Learning Styles)
  - Is the staff trained to implement strategies?
  - Does the staff have the resources necessary to implement the plan?
  - Are there too many/too few staff members?
  - Does it happen more/less with difficult tasks?
  - Are tasks boring/repetitive to the individual?
  - Does it happen with tasks of long duration?
  - Are functional alternatives to the behavior being taught?
  - Are teaching strategies based on compliance to task rather than on the function or meaning of the task?
  - Do all interactions with the individual center on behavior and skill performance to the exclusion of informal social interactions?
  - Are prompting strategies too intrusive for the individual?
  - Do instructional strategies emphasize directives/commands/demands?
  - Does instruction require the person to work while the staff only observes?

- Physiological
  - Could the behavior be related to medications?
  - Are there any medical conditions that could contribute to the behavior?
  - Does the person have any allergies?
  - Is the person in any physical distress?
  - Is the person getting enough sleep?
  - Is the person getting proper nutrition?

Behavior Assessment Scenario: *Paraeducator*

I've had it. I have lunchroom duty two days a week and schoolyard duty the other three days. There is one student who is giving me a great deal of problems. His name is Chris. In the lunchroom, he argues with his classmates about whether he can sit with them or they can sit with him. I hear him telling them that they are stupid. This happens almost every day that I am there, and the other lunchroom aide says the same thing. Most of the time, it's the same three boys that get into it with Chris. One time, Chris even threw food at Martin after a loud argument. In the schoolyard, I've had to send Chris to the office at least once a week for shoving another student. One day, he shoved another student so hard that we had to have the nurse stop the bleeding. Basketball seems to be the biggest problem. Whenever the boys can't agree on the rules or on whose turn it is, Chris gets upset. Nothing that I've tried seems to be working. I have to break up the game or the other kids get so mad at Chris that they won't let him play anymore. Whenever I try to find out what happened, Chris blames the others and they blame him.

Behavior Assessment Scenario: *Homeroom Teacher*

When the paraeducator came to me with her concerns, I was not surprised. I have Chris right after lunch and he frequently shows up to class late because he's been in trouble at lunch or recess. In my class, Chris is relatively quiet. He doesn't seem to have any friends. He seems to always bump into other students or their desks as he moves around the room. He does occasionally say something mean, but quickly backs down when I speak to him. He seems to get most of his work done, but it's not always done well. I'm sure he could do better with just a little more effort. I've tried talking to Chris about his problems at lunch and recess, but he just tells me that the others pick on him and won't let him eat or play with them. When I suggest something, he just shrugs his shoulders and walks off.

Behavior Assessment Scenario: *Special Education Teacher*

Chris is a student with a learning disability. He has difficulty with reading and has some difficulty processing information quickly. He doesn't seem to have many social skills, and, consequently, doesn't seem to interact well with his peers. He comes to a reading group with three other students from his room. The students that come with him (Manny, Sally, Joe) seem to get along with him, but don't seem to really like him. I think I have a good rapport with him, but I only see him 45 minutes each day, first thing in the morning.

Module D Transparencies

Module D: Assessment Tools

- *Identify the role of the paraeducator in assessment.*

- *Conduct behavior observations and collect behavior data.*

Motivation Assessment Scale

- *Systemic Line of Questioning*

- *Four Basic Motivations for Behavior*

  - *Social Attention*

  - *Tangibles*

  - *Escape*

  - *Sensory Feedback*

Functional Behavior Analysis Patterns

The PARA Center

- *Looks at...*

  - → *When the behavior occurs.*

  - → *With whom the behavior occurs.*

  - → *Where the behavior occurs.*

  - → *How often the behavior occurs.*

- *It is important to set up the data sheet to quickly and accurately record what you are looking for so that it can be analyzed.*

- *Codes can be developed which indicate frequency of occurence.*

Functional Behavior Analysis Patterns
(continued)

The PARA Center

Student: **0** = *No Occurence*
Date: **/** = *One Occurence*
Recorder: ◆ = *More Than One Occurence*

Time of Day	Activity	M	T	W	TH	F
8:30-9:00						
9:00-9:30						
9:30-10:00						
10:00-10:30						
10:30-11:00						
11:00-11:30						
11:30-12:00						
12:00-12:30						
12:30-1:00						
1:00-130						
1:30-2:00						
2:00-2:30						
2:30-3:00						
3:00-3:30						

Environmental Analysis

The PARA Center

- *Looks closely at the environment in which the behavior occurs.*

- *Looks at:*
  - *The student's expectations of the environment and what choices they have.*

  - *The expectations that others have of the student.*

  - *The student's interest level for the activity.*

  - *The outside influences that come into play during a normal day.*

Behavior Map

- *Looks for clues as to why the behavior is taking place in a particular location.*
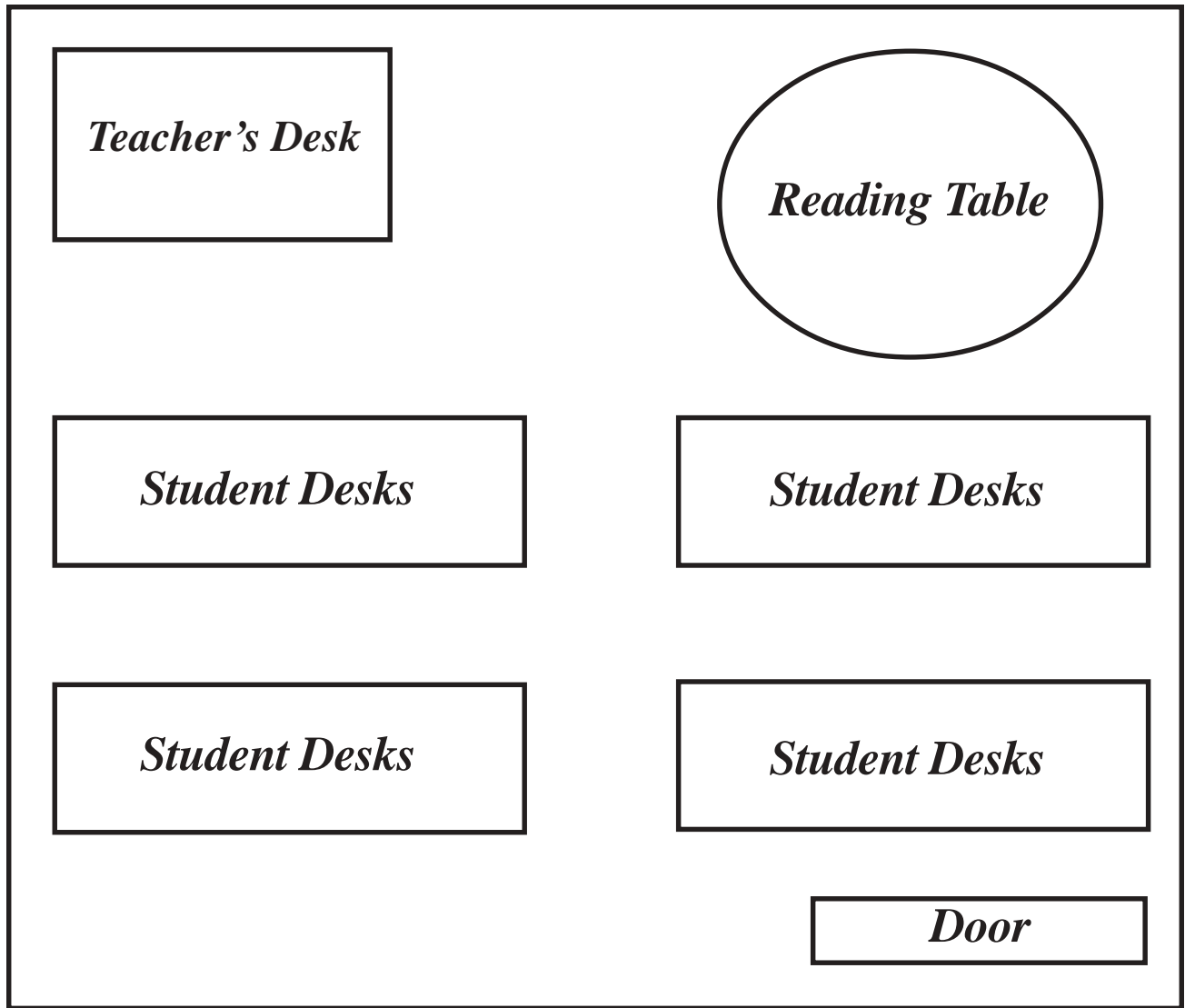
Teacher's Desk	Reading Table
Student Desks	Student Desks
Student Desks	Student Desks
	Door

Outcome Analysis

A process used to observe a behavior and follow it from the beginning of an incident until the incident ends, forming a hypothesis regarding the student's probable desired outcomes from the behavior.

Modality Assessment

- *Assesses the preferred modalities of a student.*

  - *Visual,*

  - *Auditory, or*

  - *Tactile/Kinesthetic.*

- *Provides useful information in determining rewards, consequences, or motivations for behavior.*

Variables to Consider in the Assessment of Behavior

- *Environmental*

- *Communication*

- *Choice and Control*

- *Teaching and Implementation (Learning Style)*

- *Physiological*

Module E: Behavior Support Plans

Significant Supports for Challenging Behavior Academy
Module E: Behavior Support Plans

A. Module Goals

Using the **Module E: Behavior Support Plans** handout and transparency **(H1/T1),** review the goals of the module.

1. Identify the elements of a behavior support plan.
2. Describe the role of the paraeducator in a behavior support plan.
3. Describe strategies and techniques for dealing with challenging behaviors.

Goal 1: Identify the elements of a behavior support plan.

Note to Instructor: The information used in this goal is adapted from Developing a behavior support plan: A manual for teachers and behavior specialists; Jackson, L. & Leon, M. Throughout the goal, you will be referring to the **Chris's Behavior Support Plan** handouts **(H2/H3)** to illustrate each point, however, you may substitute the behavior support plan used in your district.

1.1 Lecture: The Long-Term Vision

Jackson and Leon refer to the first step in a behavior support plan as, "A Description of Life Style Plans and General Growth Expectations: The Vision." The support plan must be embedded within a broader vision of what the student's life should look like with respect to the home, the school, and the community at large. Life-style plans are expressed as activity and interpersonal outcomes and not as behavior reduction goals. Depending on the needs of the student, the family, and the educational team, life-style plans project expectations that can be anywhere from one to five years into the future.

Present the **Chris's Behavior Support Plan:** *Assessment Summary* handout **(H2)**. Point out this first step in his behavior support plan, that he will develop a small group of friends.

1.2 Lecture: Identifying Problem Behaviors

Jackson and Leon refer to the second step in a behavior support plan as, "Characterization of Behavioral Episodes and Explanatory Hypotheses." The critical behaviors that are of concern to others must be described in terms of their characteristics and patterns of occurrence. Next, these behaviors must be associated with specific motivational, ecological, and physiological explanations.

While intervention efforts must initially ensure that the student has access to valid educational opportunities, the explanatory hypotheses associated with each behavior can be used to guide the design of additional learning opportunities, supports, and management steps. A definition of what a "good day" will look like three to six months after intervention must be developed so that important short-term gains will be recognized and acknowledged even if there are still issues and problems. These expectations must be consistent with the student's long-term life-style plans and general growth expectations, must reflect changes that are

reasonable for the student, and must address the fears and concerns of the school and other relevant communities. They are best framed as positive outcomes; however, modest behavior reduction criteria can be described when it is in the best interest of the student to respond in this way to community fears.

Problem behaviors should be identified through the use of behavioral assessment methods.

- Identify problem behaviors that are of concern to others.
    - How often does the behavior occur?
    - How severe is the behavior?
    - How long does the behavior last?
    - This is the "B" in the Antecedent-Behavior-Consequence (A-B-C) method.
- Describe the environment.
    - Where and when does the behavior occur?
    - Who else is present when the behavior occurs?
    - What is the student being asked to do when the behavior occurs?
    - This is the "A" in the A-B-C method.
- Identify the cause of the behavior.
    - Why does the behavior occur?
    - What triggers the behavior?
    - This is the "A" in the A-B-C method.
- Identify how the behavior is resolved.
    - When does the behavior end?
    - What causes the behavior to end?
    - This is the "C" in the A-B-C method.
- Identify the possible primary motivator for the behavior.
    - Acceptance/Affiliation
    - Attention
    - Communication/Frustration
    - Tangible
    - Sensory
    - Power/Control
    - Avoidance/Escape/Protection
    - Justice/Revenge
- Identify strategies, interventions, and modifications that have already been tried and the results of each.
- Identify the participants in the behavior support plan development meeting.
- Restate the target behaviors from Step 2: The Long-Term Vision.

Again, refer to the **Chris's Behavior Support Plan:** *Assessment Summary* handout

(H2). Point out and further clarify each of the elements of this second step in his behavior support plan.

1.3 Lecture: The Expected Behavioral Changes

Jackson and Leon describe two elements in the third step of a behavior support plan, "Long-Term Prevention," and "Short-Term Prevention."

Long-Term Prevention
A student's willingness to conform to the expectations of the school and other communities depends on whether he or she takes pleasure from, and has an enduring investment in, the activities and relationships of those communities. Therefore, a support plan must include steps to ensure that a student has ongoing opportunities to develop a personal commitment to the significant activities of, and to the peer and adult relationships within, those communities. In the school, this requires:

- Examining whether the student has access to typical educational settings, classes, and activities.
- Examining whether the student has adequate access to typical peers.
- Re-casting, as necessary, the student's placement, class schedule, activities, and peer access such that they support the student's development of an investment in the age- and grade-level activities and relationships of the school.

For students who have become physically isolated by choice or by discipline policy, this also requires additional steps (also referred to as recovery strategies):

- Implementing a mainstream re-entry process and
- Identifying steps that the student can take when they make a mistake so that he or she may remain in the mainstream.

Long-term and broad-based goals should be identified.

- The student must buy-in and be motivated.
- On-going.
- Relationships and activities must be valued by the student.

Short-Term Prevention
The activities and relationships that the student is to be part of are examined, and specific task and interpersonal modifications are embedded within these activities and relationships to reduce the likelihood that problem behaviors will occur. Modifications must be tailored to the individual student and to the settings in which he or she is expected to succeed. They

can include:

- Ecological manipulations.
- Adapting tasks and activities.
- Contingency management procedures.
- Augmenting natural routines with reward systems if deemed necessary and if they are neither intrusive nor degrading.
- Behavioral prevention scripts.
- Using interpersonal communication patterns that are associated with non-occurrence of the significant behaviors.

Immediate goals should be identified.

- Description of a "good day" three to six months from now.
- Allows recognition of short-term gains.
- Modest behavior reduction.
- It will have a positive outcome.
- Must consider long-term vision and also address the concerns of the school and community.

Present the **Chris's Behavior Support Plan:** *Development* handout **(H3)**. Point out and further clarify each of the elements of this third step in his behavior support plan.

1.4 Lecture: Replacement Behaviors

Jackson and Leon refer to the fourth step in a behavior support plan as, "Adaptive Alternatives." The motivational and affective factors that underlie challenging behaviors can be complex and multifaceted. For even a single individual, they may run the gamut of physical needs, interpersonal desires, emotional states, and fears that are associated with "normal" human behavior. Consequently, a major part of behavior support is recognizing, acknowledging, and addressing the motivational origins of behaviors, then empowering the individual to use more appropriate and/or more successful ways to realize needs and express emotional states.

Adaptive alternatives include providing the student with skills and tools that enhance effective communication, specific replacement behaviors that serve the same functions as the behaviors that the community wish to reduce, and self-control strategies that the student can use as he or she becomes invested in the activities and relationships of his or her community.

Identify the acceptable behaviors the student can use that will continue to be motivating and will help him or her to reach the identified goal.

- Specific tasks with individual modifications.
- Replacement behaviors must serve the same function as the problem behavior.
- Identify what the student needs to learn in order to use the new behavior.
  - Should be tailored to the individual student.
  - Should include self-control strategies that the student can use in activities and relationships.
  - Should include effective communication skills.
- Identify ways in which the replacement behaviors can be supported and encouraged.
  - Address the who, what, when, and where.
  - Address necessary modifications to the student's environment.
    - Does student have access to typical educational settings, classes, and activities?
    - Does student have access to typical peers?
    - Does the student's placement, class schedule, activities, or peer access need restructuring?
  - Should be age- and/or grade-level appropriate.
  - Adults need to use interpersonal communication patterns that reduce the occurrence of the target behaviors.
- Augment natural routines with reward systems.

Again, refer to the **Chris's Behavior Support Plan:** *Development* handout **(H3)**. Point out and further clarify each of the elements of this fourth step in his behavior support plan.

1.5 Lecture: Inappropriate Behaviors

Jackson and Leon refer to the fifth step of a behavior plan as, "Responding to Challenging Behaviors." A support plan offers a long-term vision of what is to be accomplished if authentic change and real growth is to occur. However, the behaviors that triggered the plan development are important and cannot be ignored. Thus, a support plan typically includes procedures, often uniquely configured to specific settings and activities, that involve:

- Crisis Management.
  - Controls the impact of significant behaviors when they occur to reduce danger and return things to normal.
- Natural or Planned Consequences.
  - Specifies outcomes that are ethical, fair, and "typical" of those used with other students.
- Specific Management Scripts.

➥ Equips adults and others with interpersonal responses that they can use to ensure safety and/or defuse the behavior.

In addition, this fifth step should also include the following:

- Target behaviors should be restated.
- Consequences should be listed from least restrictive to most restrictive, with specific procedures for specific settings and activities.
- Address recovery strategies.
- Mainstream re-entry or steps for student when he or she makes a mistake.
  ➥ May be necessary in cases of physical isolation of a student following an incident by student choice or discipline policy.

Again, refer to the **Chris's Behavior Support Plan:** *Development* handout **(H3)**. Point out and further clarify each of the elements of this fifth step in his behavior support plan.

1.6 Lecture: Ongoing Aspects of a Behavior Support Plan

Jackson and Leon combine the final four steps of a behavior support plan under the title of, "Ongoing Problem Solving Mechanisms." A behavior support plan must ensure that the persons responsible for carrying out its steps and activities work from a base of shared responsibility and adequate team resources rather than in isolation (support team). It must also identify educationally valid indicators that the concerns that lie between the student and the community are being resolved (ongoing evaluations).

The sixth step in a behavior support plan is to assign responsibilities.
- Build a support team, not just individuals.
- Address the who, what, and by when.

The seventh step in a behavior support plan is to evaluate the plan.
- Identify at least two educationally valid indicators that the concerns are being resolved.
  ➥ Monitor via ongoing evaluations.
  ➥ Determine how the information for the evaluation will be collected. Methods include:
    ⇒ Observations,
    ⇒ Logs,
    ⇒ Daily record sheets,
    ⇒ Checklists,
    ⇒ Point system, etc.

➡   Paraeducators may collect the data.

The eighth step in a behavior support plan is to schedule the follow-up meeting(s).

▪   Determine the date, the time, and who will participate.

The ninth step in a behavior support plan is to develop a communication plan.

▪   Determine:
➡   Who needs to know.
➡   Who will make the contact.
➡   How contacts will be made.
▪   Determine where copies of the support plan are to be stored and how copies can be obtained.

Again, refer to the **Chris's Behavior Support Plan:** *Development* handout **(H3)**. Point out and further clarify each of the elements of these final steps in his behavior support plan.

1.7 Discussion: Further Understanding the Behavior Support Plan

Engage the participants in a discussion regarding the behavior support plan. Use the following questions as a guide for the discussion, clarifying as needed.

▪   In looking at **Chris's Behavior Support Plan** handouts **(H2/H3)**, did the replacement behaviors appear to meet the needs of the student? Explain your answer.
▪   Would a plan such as this be feasible in your situation?
▪   What are your thoughts regarding the process of developing the plan?
▪   What role should you as a paraeducator play in a similar situation?

Distribute and briefly review the **Sample Behavior Support Plan** handout **(H4)**. Point out that this is the format for behavior support plans recommended by the Colorado Department of Education.

Goal 2: Describe the role of the paraeducator in a behavior support plan.

2.1 Discussion: The Role of the Paraeducator

Engage the participants in a discussion regarding the role(s) of the paraeducator in the development and implementation of a behavior support plan. Ask for examples of roles a paraeducator may play in the development and implementations of a support plan and list the ideas on a blank transparency or chart paper. The list should include the following:

- Participate in the development process of the plan.
- Perform data collection.
- Understand and communicate the plan to colleagues.
- Teach new behaviors.
- Seek and create opportunities for the student.
- Manipulate the environment as needed.
- Provide natural or planned consequences.
- Manage the reward system.
- Report back to the team.
- Maintain the confidentiality of information.

2.2 Discussion: The Paraeducator as Communicator

One of the key roles a paraeducator plays in the development and implementation of a behavior support plan is that of communicator. Engage the participants in a discussion regarding their role in team communication. Ask for specific examples of ways they as paraeducators can enhance communication between team members. Record their responses on a blank transparency or chart paper. The list should include the following:

- Using written communication forms to share how a plan is working and any questions about the plan.
- Distributing copies of the plan to all affected staff members.
- Scheduling regular meeting times.
- Using communication books.
- Keeping the building administrator apprised of situation.
- Knowing what the supervisor expects, and making sure he or she knows the limitations of what you can do.
- If your school uses e-mail to communicate, not overlooking those who do not have access to it.

2.3 Lecture: The Role of the Paraeducator in the Regular-Education Classroom

The role of the paraeducator in the regular-education classroom requires additional methods of communication on the part of the paraeducator.

- Get to know the teacher, the students, and the class rules.
- Establish yourself as a support for the whole class with a focus on the particular student(s) you are working with. The better you fit in, the less the student stands out.
- Look for ways that you can support the whole class along with the student(s) you are working with. For example, read to a group which includes the student(s) you are working with.
- Communicate what you and the student are working on and invite help.
- Know the student's IEP goals and objectives.
- Remind teachers about the behavior support plan and explain how you are helping to carry it out. The regular-education teacher should be an integral part of the plan, but specials teachers may not have been involved.

Goal 3: Describe strategies and techniques for dealing with challenging behaviors.

3.1 Lecture: Quick Strategies for Challenging Behaviors

Present and review the **Quick Strategies for Challenging Behaviors** handout and transparency (**H5/T2**). There are four quick strategies for dealing with challenging behavior.

- Interrupt
  - ➥ Used to prevent injury to people or damage to property.
  - ➥ Used in a neutral manner that communicates that the behavior will not gain value.
  - ➥ Must lead to an appropriate redirection to a lower criteria task.
- Ignore
  - ➥ Used to communicate that the behavior will not gain value.
  - ➥ Must never be used as a means to ignore the individual, only the behavior should be ignored.
  - ➥ Must lead to an appropriate redirection to a lower criteria task.
  - ➥ Must never be used as a means of isolation or cessation of interaction and participation.
- Redirect
  - ➥ Used to signal where and how value can be gained, supported by offering reasonable alternatives.
  - ➥ Typically redirects to a lower criteria task.
  - ➥ Must result in participation and/or interaction.
  - ➥ Must lead to a social reward that indicates the individual has gained value.
- Reward
  - ➥ Must be value-giving and value-sharing.
  - ➥ Should be in the form of social reward.
  - ➥ Must be faded to a natural or normalized reward.
  - ➥ Must lead to more participation and interaction.
  - ➥ Must provide special benefits first and then teach the responsibility that goes with those benefits.

3.2 Activity: Further Understanding Quick Strategies for Challenging Behaviors

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the four quick strategies for dealing with challenging behaviors and the

situations in which they are appropriate.

3.2.1 Steps
- Have the participants break into four groups.
- Label four sheets of chart paper with one of the four strategies (interrupt, ignore, redirect, reward) and distribute one of the sheets to each group.
- Give the groups three minutes to list on the chart paper situations in which the particular strategy on their chart paper is appropriate.
- At the end of the three minutes, have the groups exchange chart papers and repeat the previous step.
- Continue until each group has had all four strategies, with the final groups hanging the sheets of chart paper in a prominent place in the room.
- When finished, return to the large-group setting and review each of the strategy lists, clarifying as needed.

3.3 Lecture: Approaches to Conflict

Present and review the **Five Approaches to Conflict** handout and transparency (**H6/T3**). There are five approaches to dealing with conflict.
- The No-Nonsense Approach
  - ➥ A person that is inclined to this approach doesn't give in, tries to be fair and honest with the students, but feels that students needs firm guidance in learning what is and is not acceptable behavior.
- The Problem-Solving Approach
  - ➥ A person that is inclined to this approach feels that if there's a conflict, there is a problem. Instead of battling the students, this person tries to set up a situation in which the problem can be solved together. This approach produces creative ideas and stronger relationships.
- The Compromising Approach
  - ➥ A person that is inclined to this approach will listen to the students and help them listen to each other. This person would then help the students learn to give a little and that we can't all have everything we want, that half a loaf is better than none.
- The Smoothing Approach
  - ➥ A person that is inclined to this approach likes things to stay calm and peaceful whenever possible. Most of the students' conflicts are relatively unimportant, so this person just directs attention to other things.

- The Ignoring Approach
  ➥ A person that is inclined to this approach will point out limits and let the students work things out for themselves. This person feels it's good for the students, that they need to learn the consequences of their behavior, and that there isn't a whole lot that can be done about conflict situations anyway.

At one time or another, each of these approaches is appropriate. There are times, for instance, when ignoring the conflict is the best response. There are also times, particularly if a child's safety is at stake, when a very firm, no-nonsense stance is necessary, when the problem-solving approach, say, simply won't work.

It is useful to assess our predominant conflict resolution styles because we tend to get stuck in one or two styles and apply them inappropriately. When examining our individual approaches the emphasis, however, should not be on judging our behavior but rather on increasing our repertoire of peacemaking skills and on learning how and when to apply various strategies most effectively. This depends in part on the type of conflict that occurs.

Note to Instructor: The information for this lecture and the activity that follows was adapted from Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom-K-6, by W.J. Kreidler.

3.4 Activity: How Do You Respond to Conflicts?

Paraeducators will participate in an activity that will provide an opportunity for the participants to examine the ways they personally respond to conflict situations.

3.4.1 Steps
- Distribute the **How Do You Respond to Conflicts?** handout **(H7)**.
- Have the participants complete and score the handout on their own.
- When finished, have the participants break into small groups and discuss their individual results.
- Point out that the way that one relates to conflict may determine which of the four quick strategies one might choose to use. Based on their ratings, have the participants determine how each of the four strategies relates to them.
- When finished, return to the large-group setting and ask the participants to share their results.

3.5 Lecture: Non-Verbal and Verbal Communication

Present and review the **The Fence: A Parable About Anger** handout and transparency **(H8/T4)**.

Present the **Effective Non-Verbal and Verbal Communication Techniques** handout **(H9)**.

Non-verbal communication includes an individual's personal space, body posture, and movement.

- Personal Space
  - The average comfort zone is one and a half to three feet in diameter.
  - Invasion of a person's personal space will increase the person's anxiety.
- Body Posture and Movement
  - This includes facial responses, gestures, posture, and movements.
  - A face-to-face challenge may escalate an anxious person.
  - How we deliver a message is equally, if not more, important than actual the words we use.
  - Non-verbal communication is made up of three components: tone, volume, and cadence.

Key to effective verbal communication is for staff members to "know" the best way to respond during verbal escalation. Present and review the **Verbal Communication** transparencies **(T5/T6)**. It is important to remember the following when dealing with verbal intervention.

- Do...
  - Remain calm.
  - Isolate the situation.
  - Enforce limits.
  - Listen.
  - Be aware of non-verbal communications.
  - Be consistent.
- Don't...
  - Overreact.
  - Get into a power struggle.
  - Make false promises.
  - Fake attention.
  - Be threatening.
  - Use jargon, it tends to confuse and frustrate.

3.6 Lecture: Working With Students With Behavioral Disorders

Distribute and review the **Tips for Paraeducators Who Work With Students With Behavioral Disorders** handout **(H10)**.

- Maintain a sense of humor. Sometimes smiling or laughing with (not at) students can diffuse a potentially explosive situation.
- Be consistent. This eliminates the possibility of students "begging" for special favors.
- Never back a student into a corner. Always give him or her choices and a way out of a power struggle.
- Maintain daily contact with the students' parents via brief notes home to insure more reliable communication between home and school. Inform parents ahead of time to expect a daily note. Make sure you and the teacher have agreed upon whose responsibility this is, and the format that will be used.
- Don't take negative comments personally.
- Maintain contact with faculty, staff, and administrators who have both direct (mainstream classes and supervised and free time) and indirect (passing periods and general observations) contact with your student(s). Remember to keep confidentiality in mind.
- Act instead of reacting to an inappropriate situation. Know the plan for the student!
- Avoid power struggles by negotiating so that both you and student get what you want (win-win).
- Know support systems for emergency situations, including police liaison(s), principal, teacher(s), other paraeducators(s), social worker(s), etc.
- Be patient. Allow students time to adjust to a new behavioral management system before dropping the plan; three weeks is a fair assessment period. Things will probably get worse before they get better.
- Don't hold a grudge. Remember, the reason the student is in your program is because he or she is behaviorally disordered.
- Don't criticize or embarrass the student in front of others.
- Know when and who to ask for help if the interventions you have tried have not been effective.
- Model appropriate behavior.
- Follow through with promises, consequences, and rewards.
- Don't make statements lightly, students remember.
- Don't scream. Usually the quieter you speak, the more students listen.
- Be clear. Make sure you say what you mean.
- The best laid plans may not succeed, always have alternatives.

- Have accurate expectations.
- Find a way to reward yourself at the end of every day. RELAX!

Note to Instructor: This final tip, relaxation, will be addressed later in this module.

3.7 Lecture: Outcomes as Strategies

Distribute and review the **Outcomes as Strategies** handout and transparency **(H11/T7)**.

Power/Control
- Instructional Foci
  - ➥ Develop appropriate behavior for control.
  - ➥ Develop tolerance for external control.
- Instructional Contexts
  - ➥ Increase choice opportunities.
  - ➥ Increase shared-control activities.
  - ➥ Decrease the length and number of activities which require external control.
  - ➥ Limit the number of power plays.

Protection/Escape/Avoidance
- Instructional Foci
  - ➥ Develop appropriate ways to avoid and/or terminate unpleasant or harmful situations.
  - ➥ Develop abilities to work through problem situations in acceptable ways.
- Instructional Contexts
  - ➥ Increase opportunities to negotiate.
  - ➥ Increase ways the student can shift or end activities.
  - ➥ Increase number of activities in which the student is successful.
  - ➥ Increase the number and duration of reliable/predictable routines.
  - ➥ Increase opportunities to develop personal networks.

Attention/Affirmation
- Instructional Foci
  - ➥ Develop ways to gain attention in desired ways.
  - ➥ Develop abilities to postpone attention.
- Instructional Contexts

➥   Increase ways the student can gain attention.
➥   Increase the means by which a student can contact others.
➥   Increase the different types of activities within the classroom.
➥   Increase non-academic activities.

Acceptance/Affiliation
- Instructional Foci
  - ➥ Develop ways to relate effectively with others.
- Instructional Contexts
  - ➥ Increase the number of activities involving peer interactions.
  - ➥ Increase amount of unstructured time.
  - ➥ Increase the amount of time and/or activities with one or more significant others (adults/peers).

Expression of Self
- Instructional Foci
  - ➥ Develop ways to express one's needs/feelings appropriately.
  - ➥ Develop ways to demonstrate individual perceptions, skills and talents (art, music, writing, and other creative events).
- Instructional Contexts
  - ➥ Increase activities which require expressing oneself (art, music, writing, etc.).
  - ➥ Increase opportunities of expression of uncomfortable (undesirable, negative) feelings.

Gratification/Sensory
- Instructional Foci
  - ➥ Develop appropriate behaviors that lead to enjoyment.
  - ➥ Develop awareness of one's own reinforcement system(s).
- Instructional Contexts
  - ➥ Increase the number of appropriate activities which produce enjoyment.
  - ➥ Increase strategies to appropriately access one's own reinforcers.

Justice/Revenge
- Instructional Foci
  - ➥ Develop appropriate ways to resolve differences.
  - ➥ Develop tolerance for inequivalent solutions.
  - ➥ Develop the ability to resist premature closure.
- Instructional Contexts

> ➥ Increase opportunities to negotiate.
> ➥ Increase forums for discussing.
> ➥ Increase supervision and structure in free areas.
> ➥ Increase opportunities for different students to have different roles.

Tangible

- Instructional Foci
  - ➥ Develop acceptable ways to obtain desired object.
- Instructional Contexts
  - ➥ Increase frequency and duration of desired activity necessary to obtain desired object.

3.8 Activity: Strategies for Dealing with Significant Behaviors

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of strategies for dealing with significant behaviors.

3.8.1 Steps

- Have the participants count off by three's and form groups accordingly: all 1's together, all 2's together, all 3's together.
- Assign each group one of the strategies for dealing with significant behaviors.
  - ➥ Group 1: **Effective Nonverbal and Verbal Communication Techniques (H9)**
  - ➥ Group 2: **Tips for Paraeducators Who Work With Students With Behavioral Disorders (H10)**
  - ➥ Group 3: **Outcomes as Strategies (H11)**
- Using the appropriate handout, have the groups briefly review their assigned strategy.
- Have the groups make a list of situations they have been in when they could have used their assigned strategy and how its use might have changed the outcome of the situation.
- When finished, ask each group to share their list with the class. Clarify points of each strategy as necessary.

3.9 Lecture: Feedback Strategies

Standards for behavior need to be set, but do not need to be narrowly defined. With

narrow definitions, it is difficult to raise the standards as student behavior improves. It is important for students to receive feedback so that they can see how their behavior measures up to the standard that has been set.

Feedback needs to be given in a neutral, matter of fact way. Think of feedback as a mirror, reflecting what has happened without judgment.

It is important to give examples of both positive and negative behaviors during feedback times. Avoid the use of the word "but" when moving between statements of positive and negative. Instead, mix the examples of positive and negative behaviors.

When group feedback is used, names are not mentioned, only behaviors. It is also important not to indicate with gestures or facial expressions who the students are that have exhibited the negative behaviors.

A tight feedback loop requires a short time between an act and the feedback. This is necessary in the early stages of learning a new behavior. An example of a tight feedback loop would be tally marks of each occurrence/non-occurrence of a particular behavior. A loose feedback loop happens over time. It is better for reinforcing an old positive behavior and for helping the learner internalize new learning. An example of a loose feedback loop would be rating scales employed at the end of a class period.

Feedback is better than rewards and/or punishments for high frequency behaviors. Rewards and punishments are available in a limited supply, and will be quickly exhausted. Feedback, on the other hand, can be as extensive as necessary.

Expect students to help with the improvement of behavior. At first, their attempts may not be appropriate, but will improve with modeling. The evidence that feedback is working is when students correct each other.

Use free time for the group as the primary reinforcer when using feedback techniques.

3.10 Lecture: Relaxation as a Strategy

Point out that relaxation is beneficial to both the paraeducator and the student as a strategy for dealing with challenging behavior. Stress is a part of everyone's life, including students'. Our bodies react to stress with the fight-flight-fright response. This response releases powerful hormones into our bodies. We no longer have many opportunities to work out these hormones through physical labor, so the hormones remain in our bodies and our

bodies are unable to metabolize them. Fast shallow breathing, increased muscular tension, increased blood flow to muscles, increased heart rate, increased blood pressure, and increased adrenaline production all occur as part of the fight-flight-fright response. It is important to learn what it feels like to be relaxed and how to achieve that feeling. Deep breathing and muscle stretching are two ways to help achieve relaxation.

Distribute the **Relaxation as a Strategy** handout **(H12)**. Have the paraeducators perform each step as it is explained, pointing out that they should take these techniques back with them and teach their students.

- Deep Breathing
  - ➥ Breathe in through your nose and out through your mouth.
  - ➥ Initially encourage exaggerating breathing in by puffing out the stomachs and chest and lifting the shoulders upward to allow for lung expansion.
  - ➥ Hold the breath for four seconds before blowing out slowly through the mouth.
  - ➥ Repeat this procedure three times.
- The Back Relaxer
  - ➥ Move to the edge of your chair.
  - ➥ With your eyes closed, notice how your back feels.
  - ➥ On the next inhaled breath, arch backward, stretching your spine only as far as is comfortable, with your chin up in the air.
  - ➥ Exhale and round your back by rolling your shoulders forward and letting go, with your chin to your chest.
  - ➥ Repeat this procedure three times.
- Shoulder Shrugs
  - ➥ Inhale and pull your shoulders to your ears.
  - ➥ Continue to inhale as you roll your shoulders backward, pulling the shoulder blades together and stretching your chest muscles.
  - ➥ Exhale with a sigh and let go.
  - ➥ Repeat this procedure three times.
- Head Rolls
  - ➥ Exhale as you drop your chin to your chest.
  - ➥ Inhale and rotate your head to the right, letting gravity take you rather than trying to push it around.
  - ➥ When you have rotated your head to the back, exhale.
  - ➥ Continue to exhale as you roll from back to front, completing the circle, and back down to your chest.
  - ➥ Now inhale and start over.
  - ➥ Repeat this procedure three times to the right and three to the left.

- Face Relaxer
  - ➥ Allow gravity to pull your jaw downward while relaxing your face.
  - ➥ Hold for thirty seconds.
  - ➥ Return your jaw to its normal position.
  - ➥ Make sure you leave space between your upper and lower teeth to avoid grinding your teeth and clenching your jaw.
  - ➥ Repeat this procedure several times.

Note to Instructor: The material for this lecture was adapted from Inspiring Tranquility: Stress Management and Learning Styles in the Inclusive Classroom by Janet O. Gallaher and Rebecca O. Nunn.

3.11 Lecture: Strategies and Techniques and the Paraeducator

Emphasize that part of behavior support may be trial and error, and that it is important for the paraeducator to realize that they are not in this process alone. As a paraeducator, you will be working within the parameters that are set by the administration and your supervisors, and with their support. It is important that you communicate with these people and seek their support before trying new approaches. Every student's life is important and you make a difference to the students that you work with.

Present and review the **A Case for Kindness** handout and transparency **(H13/T8)**.

Module E Handouts

Module E: Behavior Support Plans

1.   Identify the elements of a behavior support plan.

2.   Describe the role of the paraeducator in a behavior support plan.

3.   Describe strategies and techniques for dealing with challenging behaviors

Behavior Support Plan: *Assessment Summary*

Student Name: Chris   **Grade:** 8
Age: 14   **Date:**

Information Gathered By: Special Education Teacher and Paraeducator
Using: Motivation Assessment Scale, Behavior Map

Step 1: What is the long-term vision for this student?
  - Chris will develop a small group of friends.

Step 2: Identify the problem behavior(s).
  - Describe the problem behaviors so that an observer can recognize them. How often do they occur? How severe are they? How long have they been going on?
    - ➥ Argues with peers in the lunchroom and on the school yard three to four times per week.
    - ➥ Escalates arguments into shoving matches if peer does not back down. Occurs at least once a week. One student was shoved so hard he needed to be bandaged by the nurse.
  - Describe the environment. Where and when do the problem behaviors occur? Who else is there? What is the student being asked to do?
    - ➥ Generally there are many students around. It usually happens during non-classroom times (lunchroom, playground), when there is less structure. Two or three other students (Josh, Martin, and Eli) seem to be the ones with whom the arguments start.
  - Determine why the behaviors occur: What is the trigger that sets it off? When does the behavior end?
    - ➥ Chris walks by the group of boys and says something that is a put-down. He moves in closer, sometimes tries to sit next to them if in the lunchroom. The boys either respond in kind and/or ignore Chris. Chris accosts them more loudly, which causes the other students to join in the put-downs. Chris has several times thrown some food off of his tray at Martin.
    - ➥ In the school yard, Chris and Martin have gotten into shoving matches while playing basketball. Arguments about rules and taking turns generally initiate the events. The situation ends when an adult intervenes or when enough other kids push Chris out of the game.

Behavior Support Plan: *Assessment Summary*
(continued)

➥   Chris always denies that he started it.

■   What does the child seem to get from using this behavior? Check the possible primary motivator.

—   Power/Control   —   Expression of Self
—   Protection/Escape/Avoidance   —   Gratification/Sensory Stimulation
—   Attention/Affirmation   —   Justice/Revenge
—   Acceptance/Affiliation   —   Tangible

What strategies, interventions, and/or modifications in environment have been tried?

Interventions	*Results*
■ Sit by self in lunchroom.	■ Chris got in trouble with another group of kids.
■ Sent to help the janitor.	■ Did not seem to have any effect.
■ In-school suspension.	■ Chris collected cans for recycling, no problems.
■ Basketball privileges revoked.	■ Chris clowned around and could not sit quietly.
■ Parent conference.	■ Behavior improved for a few days only.

Behavior Support Plan: *Development*

Student Name: Chris
Date:
Participants: Special Education Teacher, Classroom Teacher, Assistant Principal, Paraeducator, Mother, Chris

Target Behaviors from Step 2:
- Arguing and shoving peers.

Step 3: Describe the Behavioral Changes Expected.
- Long-Term Goal
  ➥ Be able to join in non-supervised activities with peers, follow game rules, and be responsible for his own behavior.
- Immediate Goal
  ➥ Learn to stop inappropriate interactions.

Step 4: Determine the Desired Replacement Behaviors.
- What are acceptable behaviors the student can use which will continue to be motivating and help him achieve his identified goal?
  ➥ To give compliments, to be funny or cool in ways that aren't put-downs and that his peers accept.
- What does the student need to learn in order to use the new behaviors?
  ➥ To scan the situation before entering it in order to determine which students are where before choosing whom to approach.
  ➥ To learn some compliments, jokes, or "opening lines" that are acceptable to his peers.
  ➥ To read the reaction of his peers by observing their body language and noticing his own body language in different social situations.
- How can the replacement behaviors be supported and encouraged?
  ➥ Identify things that other students and adults can do and say (be specific: who, what, when, and where).
  ➥ Identify modifications to the student's environment that would support the behavior change.
    ⇒ Adults can cue Chris when he approaches other students with a non-verbal signal to stop and look around before jumping in. Adults can position themselves near Chris when he first enters a situation.

Behavior Support Plan: *Development*
(continued)

⇒ The Language Arts teacher can guide Chris toward joke books in the library.

⇒ Other students can ignore Chris' put-downs and respond positively (verbally or non-verbally) to Chris' compliments.

⇒ Debrief with Chris informally after lunch.

⇒ Provide a mentor for Chris (the janitor, perhaps) to allow for non-stressful, social interactions.

⇒ Give Chris feedback daily on his skills involving observation of others.

⇒ Chris can earn points daily towards the homeroom point system for maintaining appropriate behavior.

Step 5: Describe the Consequences for Unacceptable Behaviors

▪ Describe the unacceptable behaviors so that an observer could recognize them.

➥ Put-downs to peers.
➥ Arguing with peers.
➥ Physically shoving peers.

Sample Behavior Support Plan

The following is the format for behavior support plans recommended by the Colorado Department of Education.

Name of Student: **School District:**
Student ID: **Date of Plan:**
Date of Birth:

- Describe the behavior(s) of concern. Where and when does the behavior occur? Why does the behavior occur? What is the student's motivation/outcome? What previous interventions have been tried?

- What are the behavioral goals? What more appropriate behavior(s) should the student learn?

- What is the plan for providing positive, proactive instruction and supporting the new behavior(s)? Who will carry out the instruction and monitor the student's progress? What environmental modifications/accommodations are needed?

- What is the crisis management plan? If this occurs again, what will the response be?

- What defines success? What criteria will be used to evaluate progress? What data will be collected? How will it be recorded and by whom?

- Follow-Up Activities: Establish time lines. When will this plan be implemented? If further instruction of staff is needed, when will it occur?

- What are the communication needs for the plan? How will this plan be communicated to all who need to know?

- Who is responsible for ensuring the above items are in place and/or completed? When will the team review the plan?

Quick Strategies for Challenging Behavior

Interrupt

- Used to prevent injury to people or damage to property.
- Used in a neutral manner that communicates that the behavior will not gain value.
- Must lead to an appropriate redirection to a lower criteria task.

Ignore

- Used to communicate that the behavior will not gain value.
- Must never be used as a means to ignore the individual, only the behavior should be ignored.
- Must lead to an appropriate redirection to a lower criteria task.
- Must never be used as a means of isolation or cessation of interaction and participation.

Redirect

- Used to signal where and how value can be gained, supported by offering reasonable alternatives.
- Typically redirects to a lower criteria task.
- Must result in participation and/or interaction.
- Must lead to a social reward that indicates the individual has gained value.

Reward

- Must be value-giving and value-sharing.
- Should be in the form of social reward.
- Must be faded to a natural or normalized reward.
- Must lead to more participation and interaction.
- Must provide special benefits first and then teach the responsibility that goes with those benefits.

Five Approaches to Conflict

1. The No-Nonsense Approach
    - A person that is inclined to this approach doesn't give in, tries to be fair and honest with the students, but feels that students needs firm guidance in learning what is and is not acceptable behavior.

2. The Problem-Solving Approach
    - A person that is inclined to this approach feels that if there's a conflict, there is a problem. Instead of battling the students, this person tries to setup a situation in which the problem can be solved together. This approach produces creative ideas and stronger relationships.

3. The Compromising Approach
    - A person that is inclined to this approach will listen to the students and help them listen to each other. This person would then help the students to learn to give a little and that we can't all have everything we want, that half a loaf is better than none.

4. The Smoothing Approach
    - A person that is inclined to this approach likes things to stay calm and peaceful whenever possible. Most of the students' conflicts are relatively unimportant, so this person just directs attention to other things.

5. The Ignoring Approach
    - A person that is inclined to this approach will point out limits and let the students work things out for themselves. This person feels it's good for the students, that they need to learn the consequences of their behavior, and that there isn't a whole lot that can be done about conflict situations anyway.

How Do You Respond to Conflicts?

The following exercise is designed to help you take a closer look at how you respond to classroom conflicts. There are no trick questions and no absolutely right or wrong answers. The purpose of the exercise is not to open your behavior to judgment, but simply to make you more aware of it.

Read the statements below. If a statement describes a response you usually make to classroom conflict, write a "3" next to the statement. If it is a response you occasionally make, write a "2" next to the statement. If you rarely or never make that response write a "1" next to it.

When there's a classroom conflict, I...

_____ 1. Tell the kids to knock it off.

_____ 2. Try to make everyone feel at ease.

_____ 3. Help the kids understand each other's point of view.

_____ 4. Separate the kids and keep them away from each other.

_____ 5. Let the principal handle it.

_____ 6. Decide who started it.

_____ 7. Try to find out what the real problem is.

_____ 8. Try to work out a compromise.

_____ 9. Turn it into a joke.

_____ 10. Tell them to stop making such a fuss over nothing.

_____ 11. Make one kid give in and apologize.

_____ 12. Help them decide what they can give on.

_____ 13. Tell them to kill their enemies with kindness.

How Do You Respond to Conflicts?

(continued)

_____ 14. Try to divert attention from the conflict.

_____ 15. Let the kids fight it out, as long as no one's hurt.

_____ 16. Threaten to send the kids to the principal.

_____ 17. Present the kids some alternatives from which to choose.

_____ 18. Help everyone feel comfortable.

_____ 19. Get everyone busy doing something else.

_____ 20 Tell the kids to settle it on their own time, after school.

Scoring

Record responses below and add each set. Each column reflects a particular approach and attitude toward conflict. In which set did you score the highest? Refer back to the **Five Approaches to Conflict** handout **(H6)** for a complete description and see if the description corresponds to your perception of your attitudes toward conflict.

Column 1: No-Nonsense	Column 2: Problem Solving	Column 3: Compromising
1:	2:	3:
6:	7:	8:
11:	12:	13:
16:	17:	18:
Total:	**Total:**	**Total:**

Column 4: Smoothing	Column 5: Ignoring
4:	5:
9:	10:
14:	15:
19:	20:
Total:	**Total:**

The Fence: A Parable About Anger

There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence.

The first day the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the young boy was finally able to tell his father that the nails were gone. The father took his son by the hand and led him to the fence.

He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife into a man and draw it out. It won't matter how many times you say 'I'm sorry,' the wound is still there. A verbal wound is as bad as a physical one."

Effective Non-Verbal and Verbal Communication

Non-verbal communication includes an individual's personal space, body posture, and movement.

- Personal Space
  - ➥ The average comfort zone is one and a half to three feet in diameter. Invasion of a person's personal space will increase the person's anxiety.

- Body Posture and Movement
  - ➥ This includes facial responses, gestures, posture, and movements.
  - ➥ A face-to-face challenge may escalate an anxious person.
  - ➥ How we deliver a message is equally, if not more, important than actual the words we use.

For effective verbal communication:

Do...
- Remain calm.
- Isolate the situation.
- Enforce limits.
- Listen.
- Be aware of non-verbal communications.
- Be consistent.

Don't...
- Overreact.
- Get into a power struggle.
- Make false promises.
- Fake attention.
- Be threatening.
- Use jargon, it tends to confuse and frustrate.

Tips for Paraeducators Who Work With Students With Behavioral Disorders

- Maintain a sense of humor. Sometimes smiling or laughing with (not at) students can diffuse a potentially explosive situation.
- Be consistent. This eliminates the possibility of students "begging" for special favors.
- Never back a student into a corner. Always give him or her choices and a way out of a power struggle.
- Maintain daily contact with the students' parents via brief notes home to insure more reliable communication between home and school. Inform parents ahead of time to expect a daily note. Make sure you and the teacher have agreed upon whose responsibility this is, and the format that will be used.
- Don't take negative comments personally.
- Maintain contact with faculty, staff, and administrators who have both direct (mainstream classes and supervised and free time) and indirect (passing periods and general observations) contact with your student(s). Remember to keep confidentiality in mind.
- Act instead of reacting to an inappropriate situation. Know the plan for the student!
- Avoid power struggles by negotiating so that both you and student get what you want (win-win).
- Know support systems for emergency situations, including police liaison(s), principal, teacher(s), other paraeducators(s), social worker(s), etc.
- Be patient. Allow students time to adjust to a new behavioral management system before dropping the plan; three weeks is a fair assessment period. Things will probably get worse before they get better.
- Don't hold a grudge. Remember, the reason the student is in your program is because he or she is behaviorally disordered.
- Don't criticize or embarrass the student in front of others.
- Know when and who to ask for help if the interventions you have tried have not been effective.
- Model appropriate behavior.
- Follow through with promises, consequences, and rewards.
- Don't make statements lightly, students remember.
- Don't scream. Usually the quieter you speak, the more students listen.
- Be clear. Make sure you say what you mean.
- The best laid plans may not succeed, always have alternatives.
- Have accurate expectations.
- Find a way to reward yourself at the end of every day. RELAX!

Outcomes as Strategies

Outcome	Instructional Foci	Instructional Contexts
Power/ Control	Develop appropriate behavior for control. Develop tolerance for external control.	Increase choice opportunities. Increase shared-control activities. Decrease the length and number of activities which require external control. Limit the number of power plays.
Protection/ Escape/ Avoidance	Develop appropriate ways to avoid and/or terminate unpleasant or harmful situations. Develop abilities to work through problem situations in acceptable ways.	Increase opportunities to negotiate. Increase ways the student can shift or end activities. Increase number of activities in which the student is successful. Increase the number and duration of reliable/predictable routines. Increase opportunities to develop personal networks.
Attention/ Affirmation	Develop ways to gain attention in desired ways. Develop abilities to postpone attention.	Increase ways the student can gain attention. Increase the means by which a student can contact others. Increase the different types of activities within the classroom. Increase non-academic activities.

Outcomes as Strategies

(continued)

Outcome	Instructional Foci	Instructional Contexts
Acceptance/ Affiliation	Develop ways to relate effectively with others.	Increase the number of activities involving peer interactions. Increase amount of unstructured time. Increase the amount of time and/or activities with one or more significant others (adults/peers).
Expression of Self	Develop ways to express one's needs/feelings appropriately. Develop ways to demonstrate individual perceptions, skills and talents (art, music, writing, and other creative events).	Increase activities which require expressing oneself (art, music, writing, etc.). Increase opportunities of expression of uncomfortable (undesirable, negative) feelings.
Gratification/ Sensory	Develop appropriate behaviors that lead to enjoyment. Develop awareness of one's own reinforcement system(s).	Increase the number of appropriate activities which produce enjoyment. Increase strategies to appropriately access one's own reinforcers.
Justice/ Revenge	Develop appropriate ways to resolve differences. Develop tolerance for inequivalent solutions. Develop the ability to resist premature closure.	Increase opportunities to negotiate. Increase forums for discussing. Increase supervision and structure in free areas. Increase opportunities for different students to have different roles.
Tangible	Develop acceptable ways to obtain desired object.	Increase frequency and duration of desired activity necessary to obtain desired object.

Relaxation as a Strategy

Deep Breathing

- Breathe in through your nose and out through your mouth.
- Initially encourage exaggerating breathing in by puffing out the stomachs and chest and lifting the shoulders upward to allow for lung expansion.
- Hold the breath for four seconds before blowing out slowly through the mouth.
- Repeat this procedure three times.

The Back Relaxer

- Move to the edge of your chair.
- With your eyes closed, notice how your back feels.
- On the next inhaled breath, arch backward, stretching your spine only as far as is comfortable, with your chin up in the air.
- Exhale and round your back by rolling your shoulders forward and letting go, with your chin to your chest.
- Repeat this procedure three times.

Shoulder Shrugs

- Inhale and pull your shoulders to your ears.
- Continue to inhale as you roll your shoulders backward, pulling the shoulder blades together and stretching your chest muscles.
- Exhale with a sigh and let go.
- Repeat this procedure three times.

Relaxation as a Strategy
(continued)

Head Rolls

- Exhale as you drop your chin to your chest.
- Inhale and rotate your head to the right, letting gravity take you rather than trying to push it around.
- When you have rotated your head to the back, exhale.
- Continue to exhale as you roll from back to front, completing the circle, and back down to your chest.
- Now inhale and start over.
- Repeat this procedure three times to the right and three to the left.

Face Relaxer

- Allow gravity to pull your jaw downward while relaxing your face.
- Hold for thirty seconds.
- Return your jaw to its normal position.
- Make sure you leave space between your upper and lower teeth to avoid grinding your teeth and clenching your jaw.
- Repeat this procedure several times.

A Case for Kindness

As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. Finally catching up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun.

"But the beach goes on for miles and there are millions of starfish," countered the other. "How can your effort make any difference?"

The young man looked at the starfish in his hand and then threw it to safety in the waves. "It makes a difference to this one," he said.

by Dr. James Sutton

Module E Transparencies

Module E: Behavior Support Plans

The PARA Center

- *Identify the elements of a behavior support plan.*

- *Describe the role of the paraeducator in a behavior support plan.*

- *Describe strategies and techniques for dealing with challenging behaviors.*

Quick Strategies for Challenging Behavior

- *Interrupt*

- *Ignore*

- *Redirect*

- *Reward*

Five Approaches to Conflict

The PARA Center

- ***The No-Nonsense Approach***

- ***The Problem-Solving Approach***

- ***The Compromising Approach***

- ***The Smoothing Approach***

- ***The Ignoring Approach***

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About Anger

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Verbal Communication: Do...

- *Remain calm.*

- *Isolate the situation.*

- *Enforce limits.*

- *Listen.*

- *Be aware of non-verbal communications.*

- *Be consistent.*

Verbal Communication: Don't...

The PARA Center

- *Overreact.*

- *Get into a power struggle.*

- *Make false promises.*

- *Fake attention.*

- *Be threatening.*

- *Use jargon, it tends to confuse and frustrate.*

Outcomes as Strategies

- *Power/Control*

- *Protection/Escape/Avoidance*

- *Attention/Affirmation*

- *Acceptance/Affiliation*

- *Expression of Self*

- *Gratification/Sensory*

- *Justice/Revenge*

- *Tangible*

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Significant Behavior Support Needs
Reference List

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